

ENGLISH HOME LANGUAGE (Updated March 2021)

A. MEANS OF ASSESSMENT

	Paper I	3 hours	[100]
	Paper II	3 hours	[100]
Continuous Assessment:	SBA		[100]
	Oral		[100]

400 marks

B. REQUIREMENTS

PAPER I RESPONSE TO TEXT [100]

READING AND VIEWING LANGUAGE

This paper focuses on the ability to make meaning of texts. Language and grammar questions will therefore be focused on the function of, and reasons for, using certain grammatical forms or language conventions across a range of texts. A variety of text formats will be used.

This paper will include:

1. A comprehension passage of between 700 and 800 words in length, depending on the density of the passage. Texts may include contemporary work such as current newspaper articles, advertisements or cartoons.
Functional Language and punctuation usage may also feature in this section. Learners may be required to answer questions based on more than one text. [25]
2. A summary of a 350 word text which requires abstracting and recasting a passage to show understanding. The instructions will indicate the formality required and will also determine the appropriate register and format. The summary passage will be different from the comprehension passage. [10]
3. Contextual questions on:
 - 2 prescribed poems
 - A question on at least **two** prescribed poems will be offered. Poems may be linked through a similar theme or visual. [15]
4. An unseen poem
There will only be **one** question set on contemporary verse. Learners could be asked to consider more than one text in a poetry question. This could take the form of an extract from another prescribed poem or a visual. [15]

Questions 5 and 6

A selection of questions from the following: [25]

- propaganda and advertising
- critical literacy
- visual literacy
- dictionary skills
- grammar in context

Editing skills, e.g. correction of sentences, use of appropriate punctuation, register, synthesis. While there will be a separate editing question, use of appropriate punctuation could also be included in other texts. Thus, the final question may be less than 10 marks since editing skills may be set elsewhere in the paper. [10]

Note: As the features mentioned in 5 and 6 above are part of English as a living language, questions may be set on contemporary writing such as current newspaper articles, advertisements or cartoons.

PAPER II WRITING [100]

WRITING AND PRESENTING LANGUAGE

This paper focuses on the ability to create meaningful texts across a wide variety of formats and for a range of purposes, contexts and audiences. The questions will focus on what style is deemed appropriate to a given context and why.

Questions will be set on the following:

SECTION A LITERATURE

QUESTION 1 SHAKESPEARE [30]

Learners will be required to write a literary essay. This question focuses on the ability to state and defend a position in an essay of approximately 600 words in length.

Questions 2 and 3 CHOICE OF ONE OF TWO NOVELS [30]

Candidates must study one of the two prescribed novels. There will be a compulsory essay question set on each novel, and candidates should answer one of the two optional essay questions on the novel they have studied **(2.1 or 2.2 for the first novel and then 3.1. or 3.2. for the second novel)**.

Essay topics on each work may incorporate a quotation from the novel, or be rooted in a critic's comment. This question focuses on the ability to write a literary essay of approximately 600 words.

SECTION B TRANSACTIONAL WRITING

[40]

Questions 4 and 5

Learners will be expected to be able to respond to any of the following:

- Editorial
- Blog
- Obituary
- Eulogy
- Articles – newspaper and magazines
- Newspaper Column
- E-mails and letters – formal; editor; application, open
- Speeches
- Reviews

Questions in this section will be based on a response to a given text/ photograph/ advertisement/ literature studied. Question 6 will be compulsory while candidates will choose between Question 7 and Question 8, although each question will stem from a single text. **Learners must answer Question 6 and then either Question 7 or 8** The focus of the question is the ability to construct an appropriate personal response to the prompt, and to choose the correct format, style and register for the given context, purpose and audience. The body of each piece should be between 250 and 300 words in length. (2 × 20)

CONTINUOUS ASSESSMENT (SBA)

[100]

Evidence of continuous assessment needs to be collected and **reflect the candidate's growth throughout his/her Grade 12 year**. The SBA is a collection of the year's work. **It provides evidence that all the skills of the Grade 12 curriculum have been covered**. It will reflect multiple ways of exposing learners to learning opportunities. The learner is assessed in a realistic situation that is integral to the learning process.

Each candidate will be required to present his/her assignments in a learner file for assessment by the teacher and if required- subsequent regional moderation by the IEB. Regional moderation will take place between the 15 September and the 15 October of each year. If deemed necessary, the SBA file will then be submitted for national moderation to the IEB by the 31 October. **The Common Assessment Task, must be written under controlled conditions.**

Continuous assessment is invaluable for assessing skills and knowledge that cannot be assessed by written examination papers. It should be a powerful motivator for many learners, giving them a chance to study an area in greater depth and take more responsibility for their own learning. The Test Section, as well as the Preliminary/ Trials Examination, should also reflect the final, external examinations to indicate that the coursework has been covered. UMALUSI expects that all SBA files contain a declaration of authenticity from each learner at the front of his/her SBA file.

Plagiarism is a term used loosely to refer to acts that involve a degree of copying without appropriately crediting the original creator. Teachers must be

confidently and consistently able to confirm that work they assess is the learner's own. Clear guidelines must be given in any task as to the amount of help and guidance that is permitted. Penalties for malpractice must be known, in advance, by the learners. Tasks must be set in such a way that learners have to include their own perspective on an issue or process and use the knowledge appropriately. Learners cannot merely download information and reproduce it as found.

SECTION 1 EXTENDED WRITING (CREATIVE) [2 × 45] = [90]

Two pieces of extended writing of 500 – 600 words are required. Essays must demonstrate the candidate's versatility as a writer, and **must** be distinctly different in terms of style or genre. Literary Essays **cannot** be included in this section.

SECTION 2 COMMON ASSESSMENT TASK [50]

A **Common Assessment Task** (CAT) which shows clear evidence of both internal and external moderation. The CAT theme will be sent to schools in the March delivery, and will include guidelines for an essay that **must** be written under controlled conditions, as well as a conversation task and a prepared speaking task to be used in the Listening and Speaking portfolio of evidence.

The national SBA moderator will set the task outline and supply the criteria against which to assess the task. **The task must be internally set and moderated by the cluster, according to the CAT guidelines for that year. The final essay piece must be written under controlled conditions.** The teacher/s will assess the task, according to the marking guidelines provided by the IEB, and the marking must be moderated both internally and externally.

SECTION 3 LITERATURE: 4TH GENRE [60]

Schools must study any two films, focusing on the following outcomes:

- Learners will be able to explain the role that cinematographic techniques (visual, audio, and audio-visual) such as the use of colour, subtitle, composition, dialogue, music, sound, lighting, editing, framing, styles of shot, camera techniques, camera movement, foregrounding, and backgrounding, play in meaning-making.
- Learners will be able to summarise the film's stance on a particular theme or topic, and explain how this is conveyed to the audience, as well as how the audience is positioned in relation to the theme.
- Learners will be able to compare and contrast their own perspectives on the theme or topic with those presented in the films.
- Learners will be able to analyse and evaluate both the messages and themes in the films, and the design and performance choices made in conveying those messages and themes.

The assessment task/s must assess all of these outcomes, and the total length of the required response should be between 1000 and 1200 words.

The task should seek to explore the genre in a way that results in an alternative form of assessment. **Inter-textuality is strongly encouraged.** This genre should not be studied in the same manner as those that will be examined in Paper I or II.

Teachers may decide whether they would prefer to do one dense, rich task to encompass the demands of this section, or whether they would like to subdivide the 60 marks allocated to this section into two or three smaller tasks.

Each school must inform the IEB of the films selected for 4th Genre Study by 28 February each year **(D1 p11/21)**.

SECTION 4 TESTS (at least three tests)

[60]

The three tests are selected from the following areas and should reflect a range of skills that indicate the full range of the curriculum has been covered.

- **Literature (prescribed works)**. Teachers are encouraged to use literary essays to test candidates' knowledge of prescribed works. Contextual questions may be used only if the questions require candidates to reference the prescribed text in its entirety, rather than in part.
- **comprehension/ advertising/critical language/poetry**
- **4th genre** the test should assess both thematic and cinematographic proficiency.

SECTION 5 PREPARATORY/TRIALS EXAMINATIONS

[40]

The full script of the examinations must be included:

- Reading and Viewing
- Writing and Presenting

ADDITIONAL NOTES

1. Schools must certify that all work in each file is the candidate's own work. This does not imply that all exercises must be done under test conditions or that homework may not be included, only that the school must be confident that the work has not been unduly influenced by others.
2. Writing is most authentically assessed as a process rather than as an event. Candidates should be given the opportunity to reflect on feedback provided by the teacher, and to refine their pieces in light of that feedback. Section A of the portfolio ought to reflect that this process has happened, through the inclusion of drafts of the essays submitted. These process writing assignments should be given a mark only when the final draft is submitted.
3. All work in the learner file **must be assessed by the teacher** and given a mark. Where applicable there should be appropriate feedback to the learner provided by the teacher. It is important to note that the pieces of work in each learner file should, as a whole, give a representative picture of the ability, aptitude and application of the candidate.
4. Tasks should clearly indicate the skills being assessed in the task/test. The rubrics for the tasks/questions should indicate the level of competence of the learner. Tasks and questions should be carefully constructed so that marks achieved link directly to the competence descriptions and the rating code. Each candidate must be given a total mark by the teacher, expressed as a percentage. This percentage should adequately reflect the ability, aptitude and application of the candidate and not merely be an aggregate of all the pieces.
5. In addition to completing the mark-sheet provided, each school must prepare a mark-sheet giving the examination number and mark (%) of each candidate in rank order **(D10 p11/33)**.
6. The IEB will arrange for the regional moderation of the SBA assessment. Please refer to the SBA Checklist **(D12 p11/35-36)** for assistance in ensuring that learners' SBA files are compliant.

ORAL ASSESSMENT LISTENING AND SPEAKING

[100]

These skills will be assessed internally and moderated externally. Teachers need to ensure that they are making an effort to cover as many of the range of listening and speaking activities as possible. The final mark will comprise:

1. Prepared Speech (20)
2. CAT speech (20)
3. CAT conversation with listening (20)
4. Additional Conversation (10)
5. Listening comprehension (10)
6. Unprepared Reading (10)
7. Prepared Reading (10)

Prepared speaking

- Ideally the candidate should have chosen a topic that is meaningful to him/her.
- There needs to be evidence of substance although this is not necessarily only factual research.
- The register should be appropriately formal and the technical conventions of delivering a speech should be in evidence.
- Formal speeches should be no longer than a maximum of 5 minutes.
- Learners may bring either their Prepared Speech or their CAT speech to the oral moderation.
- **Learners will be expected to deliver a Prepared Speech if they are selected for Oral Moderation.**

Reading – prepared and unprepared

- Learners need to give a clear introduction that includes a title, the name of the author and a coherent motivation as to why their specific prepared reading passage has been chosen.
- The technical aspects should also be applied to both the prepared and unprepared reading.

Communication activity throughout the year:

Listening strategies, comprehension and critical awareness

- Teachers must show evidence of at least **one** listening comprehension in their oral spread sheet. Copies of the listening comprehension texts/listening clips and questions must be made available to the oral moderator.
- While one word answers and listening for information questions can be included in listening comprehensions attention needs to be paid to the other assessment standards.
- Learners need questions to assess whether they can distinguish between fact and opinion.
- Questions for inference, as well as for general information and specific detail must be included.
- There must be a question which targets evaluation.
- Schools must standardise their listening comprehension assessments across their English Department.

Speaking strategies

This assessment should focus on the learner's participation in a group and the techniques of good conversation. These include:

- the ability to listen attentively, sensitively and critically;
- the ability to sustain a conversation – to take up points, respond to others and not to dominate;
- the ability to focus clearly on a main point and to make such a point concisely;
- the ability to arrange ideas clearly and to articulate them and communicate effectively using a good vocabulary;
- the ability to answer questions asked and not to talk vaguely around a topic. (If the learner has no answer to the question, he or she should say so directly and respond with another question or indicate what may be a more useful area of discussion.)

The mark may be based on more than one conversation opportunity. Topics selected for the assessment should allow for a both breadth and depth of interpretation, so that candidates are afforded ample opportunity to demonstrate their conversational skills. Topics might include things like current affairs, or texts the candidates have read, so long as there is opportunity for the expression of independent opinion and thought.

Oral moderators will need to see the range of assessments that have taken place to compile the final oral mark. English departments should use a standardised spread sheet to make the process easier for the purposes of oral moderation.

PLEASE ENSURE THAT FINAL ORAL MARKS USE THE MARK ALLOCATION PROVIDED ABOVE.

See Guidelines.

C. INTERPRETATION OF REQUIREMENTS

ENGLISH HOME LANGUAGE

GUIDELINES: SBA

1. PRESENTATION

- The SBA file submitted should be easily accessible for the SBA file moderator.
The pages must be secured and dividers must be used for each section. Plastic sleeves or flip files may not be used.
- The candidate's examination number must be clearly written on the front of the SBA file. Learners' names must appear on the pieces of work contained in the SBA file.
- Work should be neat and legible, and written in blue or black ink only. Work may be typed or handwritten, but the pieces written under controlled conditions must be clearly indicated.
- A variety of work must be presented in the SBA file.
- The order of pieces in the folder must correspond with the order on the SBA file coversheet.
- Pieces of work in each of the required categories should be filed together with clear dividers between each section.
- The SBA file is intended to support the teacher's assessment of the candidate's ability in school-based assessment. The teacher must, therefore, ensure that, apart from the CAT, the other two sections (extended writing, and the Section D choice) are correctly represented, and that a range of work is submitted. Overall, the school-based assessment in the SBA file should be characteristic of the candidate's general level of competence.
- The teacher must ensure that the same principles are used in selecting work for the SBA file of each candidate. It is **not** necessary for each candidate to have the exact same work, but all tasks that could have been submitted **must** be included in the Educator SBA file.
- Schools are responsible for their internal moderation across the different classes. **Work included in the SBA file must show clear evidence of both internal and external moderation. In single-teacher departments, teachers need to make contact with a colleague from within the region to moderate the work.**
- All work in the SBA file, excluding the tests and examinations, must be thoroughly assessed by the teacher and given a mark and detailed comment. Tasks set for film study must be academically challenging. There must be evidence of filmic language and film technique having been understood. The test on the 4th genre may be a task similar to the prescribed works questions in the final external examinations, but the Section C task **should** be different. An inter-textual focus is recommended, and should require candidates to make comparisons and evaluations, in a manner that both looks at the genre techniques and explores the issues involved.

Please note that no credit will be given for decorated files or work.

2. CONTENT

The examination requirements are fairly specific about the kind of writing that should be represented in the file. In addition to this, the following should be considered:

The section on extended writing/ composition should show evidence of some creative writing. The length of each piece must adhere to the examination requirements. **Reports, literary essays, and advertisements do not belong in this section.**

- The Common Assessment Task will include **one** written task for the SBA file. The length and format will be clearly stipulated.
- Teachers should ensure that the accepted layout requirements of letter writing are understood by the learners, but should not encourage over-rigid treatment of other forms of transactional writing. Learners should be flexible with regard to the layout and structure of the short pieces in order to deal with the particular requirements of a task. (In particular, teachers should be careful that the elaborate company report layout is not used for short reports, for which predetermined headings are seldom appropriate.) The emphasis should be on suiting style, register and lay-out to the purpose of the writing task.
- It is important that the learner's own voice shows in the writing. Where sources have been used they should be acknowledged and a reference list included where appropriate. Plagiarism **must** be severely penalised. **If a teacher is in doubt as to the authenticity of a piece of writing, this piece should not be included in the SBA file.** Furthermore, teachers should ask their IT Department to assist them in running a check to ensure authenticity. Teachers must take care to set tasks that require more than mere repetition of research findings.

3. ASSESSMENT

a) General Comments

Assessment of a writing task should aim to determine the success of the piece of writing as **communication**. This includes using all the resources of language, structure and imagery to make communication effective. 'Creativity' is a problematical element: it is difficult to measure; it is not always present; it can be used as an excuse for obscurity, self-indulgence or inappropriate register. In assessing a piece of writing, it is more practical to consider the level of linguistic competence, and the effectiveness and clarity with which the intention of the writer is communicated. Furthermore, effective communication depends on a clear understanding by the writer of the intended reader or audience. Thus the register employed should suit the target audience.

b) Global Assessment and Marking to a Rubric

Global assessment is useful as a first indication of the overall worth of a piece. In global assessment, the reader arrives at an overall sense of the effectiveness and value of the piece of writing.

On the basis of this, the work is assigned to a level. It is helpful to establish the category that the essay falls into before reading the body, by using the first and last paragraph only. Then read the whole essay. Thereafter, the particular rubric comes into effect. The final assessment should take both into consideration. Rubrics should be carefully constructed to suit the demands of the specific task.

Some cautionary notes:

The teacher should adopt an open-minded approach in ascertaining the intention of the piece, and should guard against the undue influence of personal, religious or ideological viewpoints or prejudices. If in doubt about the assessment of a piece of writing, it is helpful to decide on a mark that corresponds to the level of competence in the language deployed. Then the mark can be adjusted up or down depending on the degree of ambitiousness, muddle, obscurity of intention, irrelevance to the requirements of the task, or other factors. Thus the final mark will reflect both the innate competence of the writer and the weakness which made awarding the mark problematic initially.

It is also important to remember that some forms of writing are by their nature more apt to captivate or please. This does not mean that more routine or unpretentious tasks do not require comparable writing skills. In assessing such routine assignments, the teacher should be ready to make full use of the range of grades available.

The following points should be considered:

- Is the mark awarded an accurate assessment of the effectiveness of the communication?
- Is the mark awarded a fair reflection of the linguistic competence of the writer?
- Is the mark unfairly low in order to penalise some irritating weakness of language or divergence in outlook?
- Does the writer address the intended reader or audience?
- Is the register adopted appropriate to the situation and the intended reader?
- Could one reasonably expect a better response to the task considering the circumstances under which the writer had to produce the task?

c) Recording of marks

The marks for the pieces included in the SBA file must be recorded on the mark-sheet provided, according to the instructions which accompany it (**D9**). The marks given should be supported by the evidence in the SBA file. In addition, each school must prepare the mark-sheet (**D10**) giving the examination number and final mark (%) of each candidate in rank order of their marks.

d) Moderation

The majority of SBA files will be regionally moderated between the **15 September and the 15 October**. Based on the recommendations of the regional SBA moderators, a school's SBA file might be called for

national moderation. Schools that have been found to be non-compliant the previous year will submit their SBA files for national moderation to ensure that the criteria pertaining to the SBA files are being met. A random sample of schools will also be selected for National Moderation. The SBA files must be submitted to the IEB for moderation by the 7th November each year. The purpose of the moderation is to ensure that the prescriptions of the curriculum and NSC requirements have been followed and that standards are similar across different schools throughout the country.

GUIDELINES: ORAL ASSESSMENT

1. GENERAL COMMENTS

Oral work is assessed in four broad categories, weighted in terms of marks as shown below.

1. Prepared Speech (20)
2. CAT speech (20)
3. CAT conversation with listening (20)
4. Additional Conversation (10)
5. Listening comprehension (10)
6. Unprepared Reading (10)
7. Prepared Reading (10)

The variety of listening and speaking skills should be targeted in tasks and activities through the year. This includes such things as impromptu speaking on an unprepared topic, engaging in conversation, responding to questions, speaking and answering questions regarding the prescribed work chosen for internal study, and participating in an interview.

In addition to the ability to speak and read, the learner's ability to listen to what is being read or said and to comment critically on it is also being assessed.

The prescribed works chosen from Section D (i.e. films) may be used as the basis for some of the oral assessment. Clearly, knowledge and understanding of the chosen work cannot be separated from the learner's ability to talk about it, but the emphasis in the oral component is on the ability of the learner to talk about what he/ she has read or seen, his/her ability to express a personal response, rather than correctness of fact and interpretation per se. However, the learner does need to show familiarity with the text.

In addition to the prescribed work in Section D, learners should be able to talk about other texts read or films seen. Learners must be able to demonstrate evidence of additional reading (this cannot include prescribed works studied in other grades), and all should be able to talk about newspaper and magazine articles they have read. It is helpful for the moderator to be informed of what additional reading has been done at the time of the moderating interview. A profile sheet (D2) is attached. Each learner must provide the Oral Moderator with a completed profile sheet. This needs to have been filled in meticulously and in advance of the moderation.

2. MODERATION OF ORAL WORK

The IEB will arrange either for the moderation to be completed online, or for moderators to visit schools from September to mid-October for the purpose of standardising the school assessments for oral work. Schools will be informed of the dates on which they will be visited. On his/her arrival, or in advance of an online moderation, the moderator should be presented with:

- A list of all candidates and the final mark (out of 100) for oral, arranged in rank order, so that the moderator may select candidates from the entire range of ability **(D3)**
- The mark-sheet for the class showing details of how the oral mark was composed according to the IEB breakdown.

- **A spreadsheet which shows the different range of assessments that have taken place throughout the year to arrive at the final oral mark. (The spreadsheet should reflect the different Listening and Speaking assessments that have been covered throughout the year.**

The function of the moderator is to ensure that the prescriptions of the syllabus and Examination Requirements have been followed and that standards are similar across different schools. On the basis of the moderation conducted, the moderator will make recommendations to the IEB whether the marks for the school as a whole should be accepted as they are or adjusted in some systematic way.

The moderator may also advise schools of areas of strength and weakness in the candidates, and may offer suggestions for improvement. Where the moderator and the educator's assessment of certain candidates is very different, this discrepancy should be discussed in order to determine whether certain circumstances have resulted in the candidate's giving a performance that is markedly different from usual.

3. GUIDELINES FOR ASSESSMENT

In assessing many aspects of the oral work, particularly that related to presentation of prepared or unprepared reading and speeches, the following key aspects need consideration:

- Was the content understood?
- Was the right atmosphere created?
- Was the group's attention engaged throughout the speaker's delivery?
- Was effective audience contact achieved
- Did the speaker reveal a genuine grasp of the subjects, and was he/she able to answer questions with confidence?

In addition, there are certain considerations related to each category of oral work that should be born in mind in assessing the learners' competence. These are indicated below.

A. READING

Prepared reading

- The passage chosen should be two-thirds to three-quarters of a page long and the level of language and thought should be mature and sophisticated.
- Reading aloud is for entertainment and/or persuasion. Communication with the audience is of the utmost importance.
- Learners should use a suitable tone, which shows understanding of the passage. Facial expression should enhance the quality of the overall reading.
- The reader should make full use of pause, variety in pace, as well as in pitch and volume.
- Eye contact is essential. The reader should look up to his or her audience on significant phrases and at the end of some sentences where there is natural pause.
- Readers should hold their texts up to facilitate eye contact and not read to the table.
- The learners must give an introduction of some kind before reading – indicating the source, some background detail, and the reason for choice of passage.
- A passage that includes dialogue is useful as it gives the learner more opportunity to show reading skills.
- Learners should carefully consider their choice of passage to ensure that it gives them the best opportunity to demonstrate their reading skills.

Unprepared reading

- Unseen passages should be sufficiently demanding to present the learners with problems of interpretation or simplification, e.g. dialogue, changing moods, an argument requiring careful phrasing.
- Listening comprehension is one of the focal points of this assessment – to assess whether the learner understands as he or she reads.
- The unseen text should be read in such a way that it shows awareness of phrasing and sense units. A learner should be given a minute or two to read the passage silently before having to read it aloud.
- Subtleties of tone and expression are not being evaluated here because the text is unfamiliar.

B. PREPARED SPEAKING

- The guiding rule here is that learners should talk **to** their audience, not **at** them.
- Learners should choose a topic that is important to them. Sincere enthusiasm and personal conviction about the subject automatically aids the quality of the presentation. Stock or common topics should be avoided: to be successful, these need an individualised approach.
- The speech should not be a mere collection of facts gleaned from one source or other: it must present a point of view and be persuasive. Facts should be clearly integrated within the fabric of the speech.
- Ideas must be presented in a clearly structured way, with an effective introduction and a firm conclusion.
- Content should be enriched with sufficient information and ideas.
- Language should be sophisticated without being overly formal and should display a good vocabulary.
- The prepared speech should not be presented in a 'public speaking manner'. While the speech should be well rehearsed to ensure confidence, it should **never** be learned off by heart or read from full notes. A spontaneous manner and the confidence from knowing the topic well are what the audience appreciates most.
- Learners should use only cue cards with words/ phrases on them. A full text is distracting and causes learners to read. Reading from a written text should be heavily penalised.
- Learners should stand in a relaxed manner, and use natural gestures, body language and facial expression to convey their meaning.
- Voice needs to be varied in terms of pitch, speed, and volume.
- Pauses should be used between sections. Never rush – the audience needs time to absorb what is being said.
- Eye contact with the whole audience is essential.
- Power-point presentations can be included here, but should not replace the speaker. They are an aid to a talk and are not to be used instead of a talk.
- Learners will also prepare speeches for debates, panel discussions, chairing meetings, interviews etc.

C. UNPREPARED SPEAKING AND LISTENING

In all forms of unprepared speaking, the learner should show an ability to use the appropriate register, voice an opinion and develop an idea, and ask and answer questions using a variety of listening and speaking strategies.

Impromptu speech

This assessment focuses mainly on the learner's ability to 'think on his/her feet' and to express himself/ herself fluently with very little preparation. While learners will be expected to speak spontaneously during an oral moderation, he/she will **not** be required to deliver an impromptu speech.

Class discussions

These provide various opportunities to assess an individual learner's ability to express a point of view, justify an argument, formulate questions and structure a response to a question.

LISTENING COMPREHENSION

- The learner should be assessed in a manner that does not involve too much writing or speaking as then the listening is not the focus. **Written texts should not be longer than 450 words while audio texts should not exceed five minutes in total. So long as the recommended lengths requirements are met, the assessment need not be based on one text only. Instead, the assessment prompts might be comprised of a series of shorter texts on a common theme.**
- The process should be as follows:
 - The learner listens to the text once
 - The assessor reads the questions through slowly.
 - The learner listens to the text a second time.
 - The teacher reads each question a second time, pausing to give time for each learner to answer.
 - The learner may take notes at any point in the process
- While one word answers and listening for information questions can be included in listening comprehensions attention needs to be paid to the other assessment standards. Learners need questions to assess whether they can distinguish between fact and opinion. Questions for inference, as well as for general information and specific detail must be included. There must be at least one question which targets evaluation.

GUIDELINES FILM STUDY

1. When learners speak and write about films, they must show that they are filmically literate, i.e. that they understand the choices that a director makes in selecting (and omitting) shots in creating meaning in a filmic text. Their answers must be unequivocally about a film rather than a novel, and should demonstrate competency in using filmic language.

Thus, learners must demonstrate, inter alia, that they are able to decode:

- how, and to what effect, the director of a specific film has used his/ her camera;
- how and why a specific soundtrack has been introduced;
- how casting has operated;
- how filmic techniques, e.g. an angle or editing have been utilised to suggest a theme; or create a mood or construct various power relations.

What must be stressed is that it is not enough for a learner to be able to describe a character and his/ her role in a film; the learner should be able to explain how the director has **filmically** constructed a character or suggested a certain theme.

2. Learners are not expected to become bogged down in irrelevant, esoteric filmic terminology. They must, however, be able to demonstrate that they are visually literate. They should, therefore, be able to:
- identify the various shots and angles and understand their function in a frame;
 - decode how editing operates within a text;
 - comment on the basic camera movements (panning, tracking, tilting, zooming in and out) and the way they function within a sequence;
 - comment on the way light and colour are used;
 - comment on the use of filmic techniques such as casting, clothing, make-up and facial expressions;
 - comment on the use of the sound track, and its relationship with the visual track. They should be able to differentiate between the different types of soundtrack (leitmotif, synchronous or non-synchronous soundtracks, background music), and the differences in their function;
 - comment on the construction of different frames, i.e. they need to be able to comment on the mise-en-scène within a certain frame, what is foregrounded, backgrounded, opposed, ignored and so on. It might be worthwhile to analyse proxemic patterns here.
 - employ the terms index and icon (instead of literal/denotative and figurative/connotative).

GUIDELINES LITERARY ESSAY

The literature essay essentially assesses the interpretative ability of the learner as well as his/her ability to form an opinion and understand themes, characters, symbolism, etc. Topics should be open-ended, if possible, to allow for personal interpretations within the limits of the author's accepted intentions. A definitive reply to an essay topic should not be decided upon: each essay should be given due consideration, no matter how 'unconventional' it may appear. It is essential that the essay be introduced at grade 10 level and great care should be taken to explain exactly what is required as far as format and the establishing of an argument is concerned. Learners will need encouragement and support as they will initially find the task a daunting one.

There are of course no hard-and-fast rules as far as the writing of a discursive analysis of a text is concerned. This is a suggested indication of ways in which learners could write more effective literary essays in Paper 2.

- Length of essays should be between 2½ and 3½ pages (in average handwriting).
- Structure, logic, and organisation of ideas will be assessed as part of the holistic, final assessment out of 30 marks. The **way** in which a learner argues is as important as **what** the learner is arguing. Introductions should introduce a learner's argument, provide the essay with clear focus and direction, and demonstrate an understanding of the chosen topic. The conclusion should 'tie up' the argument conclusively. Each paragraph should develop the argument and must not simply be a series of unconnected statements. Examiners want to see evidence of a stance having been taken.
- Short, pertinent quotations/textual references from prescribed texts should be used to enrich and substantiate a learner's argument. Learners should be taught how to integrate quotations spontaneously into their sentences.
- In order to avoid becoming side-tracked from the focus of the essay topic, learners should be encouraged to refer regularly to the essence of the given topic, hereby almost reminding the examiner that she/ he has not lost sight of the literary

exploration which the question requires.

- Learners should avoid merely mentioning an incident or action. These need to be analysed to add substance to the learner's argument.
- The register of the response should be formal; learners must be taught to avoid colloquialisms, abbreviations, and contractions.
- Learners should be taught to punctuate the titles of literary texts in commonly accepted ways (underlining titles of plays and novels, for example).
- There should be no sub-headings in a literary essay at Grade 12 level.
- Teach learners to use transitional statements between paragraphs, for example: in addition, also, consequently, on the other hand, to sum up, in fact, what is more, and so on.
- In line with much current academic discourse, it is perfectly acceptable for learners to use the first person. The 'I' might give rise to fresher, more spontaneous responses. However, the use of the third person is also a legitimate route into answering the given question.

D. ADMINISTRATIVE AND SUPPORT DOCUMENTATION

- D.1 Selection from Section D of the prescribed works
- D.2 Oral: learner profile form
- D.3 Rank order list: oral
- D.4 Home Language Feedback Form
- D.5 Prepared Speech Rubric
- D.6 Prepared Reading Rubric
- D.7 Unprepared Reading Rubric
- D.8 Rubric for oral conversation
- D.9 SBA file Coversheet
- D.10 Declaration of authenticity
- D.11 Rank order list: SBA file
- D.12 Cluster Feedback Form
- D.13 SBA file Checklist
- D.14 SBA Teacher and Learner Feedback Forms
- D.15 Rubric for personal writing
- D.16 Rubric for Argumentative Writing
- D.17 Rubric for Reflective Writing
- D.18 Rubric for transactional writing
- D.19 Rubric for literary essay
- D.20 Rubric for summary
- D.21 Purpose of the curriculum
- D.22 Content and context for the teaching of language
- D.23 Exemplar of Analysis Grid
- D.24 Bloom's Taxonomy
- D.25 Revised Bloom's Taxonomy
- D.26 Suggested length of texts

D.1 SELECTION FROM SECTION D OF THE PRESCRIBED WORKS



NATIONAL SENIOR CERTIFICATE EXAMINATION
HOME LANGUAGE
ENGLISH

The following text(s) have been selected from Section D of the Prescribed Works:

NAME OF SCHOOL: _____

SIGNATURE OF TEACHER: _____

DATE: _____

This form must be completed and returned to the IEB by 28 February.

D.2 ORAL LEARNER PROFILE FORM

**NATIONAL SENIOR CERTIFICATE EXAMINATION
ENGLISH HOME LANGUAGE****ORAL MODERATION: PERSONAL PROFILE**

(To be completed by each candidate and handed to the moderator)

Full name and surname

Preferred name

Hobbies and interests

Topic for prepared speech

Other topic for discussion

Prepared Reading

From

By

Pages

Brief motivation for choice:

Books I have read

Recent Movies I have seen



CENTRE NO

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EXAMINATION NUMBER MARK – 100

[illegible][illegible]

D.4 ENGLISH HOME LANGUAGE FEEDBACK FORM



**NATIONAL SENIOR CERTIFICATE EXAMINATION
ENGLISH HOME LANGUAGE ORAL MODERATION
MODERATOR'S FEEDBACK FORM**

Centre Name/No: _____

Presentation of formal speeches:

Preparation:	
Content:	
Presentation:	
Evidence of research:	
General:	

Listening Comprehension

Evidence of a range of listening skills:	
General:	

P.T.O.

Prepared and Unprepared reading:

Preparation:	
Relevance of choice:	
Audience contact: Reading to, rather than at the audience:	
Comprehension:	
General:	

General discussion:

Current Affairs Knowledge:	
Ability of learners to engage with the moderator:	
General:	

Other comments:

Evidence of mark range:	
Areas of excellence:	
Areas of improvement:	
Use of personal profiles:	
General comments:	

D.5 PREPARED SPEECH RUBRIC

Criteria for Assessing a Prepared Speech	Level 7 80 – 100	Level 6 70 – 79	Level 5 60 – 69	Level 4 50 – 59	Level 3 40 – 49	Level 2 30 – 39	Level 1 0 – 29
Structure Demonstrate planning and research skills for oral presentation ✓ Organise material coherently by choosing main ideas and relevant and accurate details or examples for support ✓ Prepare effective introductions and conclusions ✓ Incorporate appropriate visual, audio and audio-visual aids (if required)	The structure is flawless. There is a clear, riveting introduction and an insightful relevant conclusion. Information is effectively organised and new ideas flow smoothly from one to the other.	The structure is clear and well developed, although there are times when transitions between ideas could be better. There is a clear introduction and a pleasing conclusion, which fulfils the function of signposting the speech, as well as rounding off the speech effectively.	There is a sense of structure, but there are times, when this is not well sustained. There is an introduction and conclusion, but these are functional rather than enhancing the quality of the speech.	There is a basic structure and evidence of an introduction, body and conclusion. However, the overall speech lacks logical development and cohesion. The introduction and conclusion do not fulfil their purpose adequately.	The structure is lacking cohesion. There is no clear distinction between new ideas. The speech may lack either an introduction or a conclusion.	There is little evidence of structure. The speech has been sequenced illogically and ideas do not follow on meaningfully from each other. The speech is without an introduction and/ or conclusion.	There is no evidence of structure. The candidate does not seem to have made any effort to prepare sufficiently and meanders through the speech without any real sense of purpose. There is no evidence of an introduction or conclusion.
Content Demonstrate planning and research skills for oral presentation ✓ Research a topic by referring to a wide range of sources	The content has substance, is thought-provoking and-at times-profound. The candidate has selected appropriate, and relevant, content for the topic.	The content has substance, but this is not sustained. Some content may be superfluous.	The content tends to be adequate or pedestrian. The candidate does have something to say, but the content has not been fully developed. Some content is inaccurate and/or irrelevant.	The content is mediocre. There is evidence of research, but the candidate has not been able to synthesise the research into the speech.	The content is very superficial and there is very little evidence of research. What research there is, is presented almost independently of the speech.	There is very little real content and the speech tends to be almost wholly narrative. It does not convey the sense of having been prepared and the marker has to trawl for content.	Some ideas relating to the topic are evident, but they are almost completely undeveloped and seem to emerge by coincidence rather than design. There is a great deal of irrelevant rambling.
Appropriate use of Register and Vocabulary Demonstrate critical awareness of language use in oral situations	The use of register is excellent and is sustained successfully	The use of register is pleasing and very appropriate.	The use of register is correct, although some errors in register	The use of register is not always appropriate and tends to be	The use of register is too casual and can be deemed inappropriate.	The use of register is incorrect and tends towards slang and an	The use of register is incorrect and the candidate is entirely too

✓ Use and evaluate appropriate language varieties, styles and registers to suit purpose, audience and context ✓ Identify and use a wide range of persuasive techniques ✓ Make inferences and judgements and motivate with evidence	throughout the speech. The level of vocabulary is sophisticated and the candidate employs the vocabulary correctly and meticulously.	However, the control of register is not consistently fluent. The level of vocabulary is rich and varied and the candidate employs the vocabulary correctly.	may occur. The vocabulary is correct but ordinary /or has minor flaws.	either too colloquial or too forced. While the candidate uses vocabulary competently for the most part, errors in correct usage and context do occur.	There are errors in vocabulary, context and grammatical structure which hamper communication.	overuse of contractions. The candidate makes numerous errors in grammar and the vocabulary is limited.	colloquial. The candidate's use of grammar is flawed and the vocabulary is inappropriate or inaccurate.
Delivery Demonstrate the skills of listening to and delivering oral presentations ✓ Use and evaluate rhetorical devices such as anecdotes, rhetorical questions, pauses and repetition ✓ Use tone, voice projection, pace, eye contact, posture and gestures correctly and respond appropriately ✓ Pronounce words without distorting meaning	The delivery is superior and displays flair and individuality. The candidate has used pace, pause and varied intonation to enhance the quality of the speech. Eye contact is convincingly maintained and the audience is effectively addressed. The candidate is spontaneous, fluent and sincere.	The delivery is of a high standard. However, there are some elements relating to pace, pause and intonation that could be improved. Eye contact is not always sustained. The candidate is sincere but the delivery lacks the overall polish and flair.	The delivery is of a pleasing standard, but the candidate is not able to alter the elements of pace, pause and intonation effectively. The candidate tries to employ eye contact, but this is quite sporadic. There is often a dependence on key cards. This affects the candidate's sincerity and conviction.	The quality of delivery is competent. The candidate may be hesitant, or else speak too fast. Pause, pace and intonation have not been given sufficient consideration which impacts on the overall delivery. Eye contact is limited and the candidate is tending towards relying heavily on key cards. The candidate may move unnecessarily, which is distracting to the audience.	The quality of delivery is lacklustre. The candidate lacks fluency. There is minimal attention to pause, pace and intonation. Eye contact is very limited and the candidate is tending towards reading the speech. The speech does not reveal a sense of the candidate's personality. The candidate may employ distracting movement, which detracts from the overall quality of the speech.	The quality of delivery is less than adequate. It is difficult to follow the speech because of a halting delivery, which is monotonous. The candidate does not employ any eye contact and is reading the speech entirely or constantly looking for his/her place on cue cards. The candidate may engage in excessive movement which serves no specific purpose.	The delivery is very poor. The candidate cannot use techniques of delivery with any success and is often inaudible and inarticulate. The delivery is hesitant and stumbling with distracting movements. Consequently, the speech is generally muddled and nonsensical.

D.6 PREPARED READING RUBRIC

Criteria for Assessing a Prepared Reading	Level 7 80 – 100	Level 6 70 – 79	Level 5 60 – 69	Level 4 50 – 59	Level 3 40 – 49	Level 2 30 – 39	Level 1 0 – 29
Motivation for choice of passage Demonstrate planning and research skills for oral presentation ✓ Prepare effective introductions Demonstrate critical awareness of language used in oral situations ✓ Use and evaluate appropriate language varieties, styles and registers to suit purpose, audience and context ✓ Make inferences and judgements and motivate with evidence.	The candidate provides a sincere and well-substantiated choice of passage, which is fluently and compellingly delivered. The candidate provides an insightful overview that helps the audience contextualise the passage. The register employed is entirely appropriate and enhances the candidate's motivation.	The candidate's motivation is engaging and sincere, but it lacks sufficient substance. The overview required more detail for the audience to be able to understand the context fully. The register is appropriate and the candidate uses the chosen register accurately and articulately.	The candidate's motivation is pleasing, but the explanation has errors or else is quite superficial. The overview is competent, but lacks flair and insight. The register is generally appropriate although some lapses may occur.	The candidate does give a motivation, but this is generally personal and does not provide appropriate substantiation to provide his/her views. The overview is adequate, but lacks fluency and polish. The correct register is mostly employed, but there are phrases which are inappropriate or too casual.	The motivation is too short and is very superficial. The candidate tends to give a plot summation of the novel rather than an explanation as to why the novel is important to him/her. The use of register is inappropriate and tends to be too casual.	The motivation is almost non-existent and is vague and most superficial. The candidate does not seem to have prepared a motivation and the use of register that is employed is inappropriate.	There is no motivation. The candidate does provide a title and an author but there is nothing else. The use of register is inappropriate.
Choice of Passage	The choice of passage is excellent and allows the candidate great scope for a memorable delivery. The variety of register, dialogue and style enables the reader to demonstrate his/her range of competence.	The choice of passage is very pleasing and the candidate can use the techniques of delivery to very good effect. Interesting dialogue allows the candidate to change pace and voice to enhance the quality of the overall reading.	The choice of passage is good and the candidate has tried to select a passage, which will enable him/her to use the required techniques of delivery in a pleasing manner.	The choice of passage could have been better. While the candidate does seem to have given this some thought, the passage does not allow the candidate to clearly display his/her strengths.	The choice of passage has not been carefully selected. The candidate seems to have chosen the passage quite randomly with little thought as to how the delivery techniques can be put to best use.	The choice of passage is poor and seems to have been decided upon because of its availability rather than because of its strengths.	The choice of passage appears entirely random. The candidate has not given any thought as to how he/she can employ the required techniques.
Delivery	The reading is superior and	The reading is of a high standard.	The reading is of a pleasing	The quality of reading is	The quality of reading is	The quality of reading is less	The reading is very poor. The

Demonstrate the skills of listening to and delivering oral presentations ✓ Use tone, voice projection, pace, eye contact, posture and gestures correctly and respond appropriately ✓ Pronounce words without distorting meaning	displays flair and individuality. The candidate has used pace, pause and varied intonation to enhance the quality of the reading. Eye contact is convincingly maintained and the audience are effectively addressed. The candidate's reading is riveting.	However, there are some elements relating to pace, pause and intonation that could be improved. Eye contact is not always sustained. The candidate reads well but the delivery lacks the overall polish of Level 7.	standard, but the candidate is not able to alter the elements of pace, pause and intonation effectively. The candidate tries to employ eye contact, but this is quite sporadic. There is too much dependence on the text. This affects the sincerity and conviction of the overall reading.	competent. The candidate may be hesitant, or else read too fast. There is not enough attention to pause, pace and intonation. Eye contact is limited and the candidate has his/her eyes closely focused upon the book.	lacklustre. The candidate lacks fluency and there is much stumbling over words. There is little attention to pause, pace and intonation. Eye contact is minimal and the candidate does not seem to be fully familiar with the nuances of the passage.	than adequate. It is difficult to follow the reading because of a halting delivery, which is either too slow or too fast and becomes monotonous. The candidate does not employ any eye contact and loses the audience.	candidate cannot use techniques of delivery with any success and is often inaudible and inarticulate. The delivery is hesitant and stumbling. The candidate does not seem to be familiar with the passage and does not lift his/her eyes from the text.
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D.7 UNPREPARED READING RUBRIC

Criteria for Assessing an Unprepared Reading	Level 7 80 – 100	Level 6 70 – 79	Level 5 60 – 69	Level 4 50 – 59	Level 3 40 – 49	Level 2 30 – 39	Level 1 0 – 29
Delivery Demonstrate the skills of listening to and delivering oral presentations ✓ Use tone, voice projection, pace, eye contact, posture and gestures correctly and respond appropriately ✓ Pronounce words without distorting meaning	The reading is superior and displays great skill of delivery. The candidate has used pace, pause and varied intonation to enhance the quality of the reading. The candidate has communicated the varied nuances of the passage, as well as the content, with great flair. Eye contact is well established and the audience is effectively addressed. The candidate's reading is outstanding and shows an instant grasp of the text's meaning.	The reading is of a high standard and the candidate has communicated the meaning of the passage fluently and effectively. However, there are some elements relating to pace, pause and intonation that could be improved. Eye contact is not always well sustained. The candidate's reading can be deemed most pleasing.	The reading is of a pleasing standard and the candidate is able to communicate the content of the passage competently. However, the candidate is not able to alter the elements of pace, pause and intonation effectively enough to really enhance the quality of his/her delivery. The candidate tries to employ eye contact, but this is quite sporadic. While the overall reading is pleasing, the candidate is not able to make the passage come alive for the audience.	The quality of reading is adequate. However, the candidate does not always communicate the content of the passage clearly. The candidate may be hesitant, or else read too fast. There is insufficient attention to pause, pace and intonation. Eye contact is limited and the candidate is not able to engage with his/her audience successfully.	The quality of reading is less than adequate. It is difficult to follow the reading because of a halting delivery, which is monotonous. The candidate struggles to convey the meaning of the passage and there are a number of mispronunciations of vocabulary. The candidate does not take sufficient note of punctuation and sentence structure. The techniques of delivery are weak and the candidate is unaware of his/her larger audience.	The quality of reading is poor. The candidate lacks fluency and there is much stumbling over words that the candidate cannot identify. While the candidate makes an attempt to read the passage, the meaning is poorly conveyed. Punctuation and sentence structure is ignored. There is no attention to techniques of delivery and the audience is painfully aware of the candidate's unease.	The reading is very poor. The candidate cannot use techniques of delivery with any success and is often inaudible and inarticulate. The delivery is hesitant and stumbling. The listener struggles to make sense of what the reader is communicating. The candidate cannot make sense of the passage.

D.8 ASSESSMENT GRID/RUBRIC FOR ORAL CONVERSATION



**NATIONAL SENIOR CERTIFICATE EXAMINATION
ENGLISH HOME LANGUAGE
ORAL**

RUBRIC FOR ORAL CONVERSATION**A suggested 10 point scale for the grading of oral conversation**

Point	Description	Symbol	Characteristics/Criteria
9 – 10	Excellent	A+	i. Spoken language at highest level to be expected of candidate. ii. Excellent in all the positive characteristics listed below. iii. Has interesting points to make and can both challenge and defend a point of view effectively. Shows good judgement and critical ability.
7 – 8	Very good	A	i. Understands questions the first time round. Responds satisfactorily to expected and unexpected questions. ii. Makes good use of questions, challenges a point of view where appropriate and is able to sustain an argument. Has a wide knowledge of the topic, and introduces ideas appropriately. iii. Uses effectively a wide variety of structures, vocabulary and idioms. Speaks confidently.
6 – 7	Good	B	i. Understands questions but may experience problems with some unexpected questions. ii. Will initiate some questions and challenges, but is more inclined to respond than direct the conversation. Refers to relevant information, though in a narrow range. iii. Uses an adequate variety of structures, vocabulary and idioms. Speaks fairly fluently, sometimes hesitant.
5 – 6	Satisfactory	C	i. Experiences no problems with expected questions, and responds reasonably well to unexpected questions, especially after rephrasing. ii. Does not ask many questions nor challenge points of view. Has limited knowledge, but does use relevant information. iii. Uses a limited variety of structures and vocabulary, with few idioms. Makes few mistakes within this range.
4 – 5	Adequate	D	i. Experiences some problems with questions, but manages after rephrasing of questions to respond adequately ii. Does not ask questions nor challenge points of view. Is passive on the whole, but, when pressed, can give information or knowledge, – not always relevant however. iii. Uses a limited variety of structures and vocabulary, but very few idioms. Makes mistakes.
2 – 4	Poor	E	i. Experiences problems even with expected questions, but tries to answer. ii. Shows incomplete knowledge and understanding of topic under discussion, and sometimes gives faulty and irrelevant answers. iii. Has elementary, limited vocabulary and uses faulty sentence structures.
0 – 2	Very weak	F	i. Does not understand the majority of questions posed, and experiences serious problems in responding. ii. Has incomplete or faulty knowledge iii. Has very limited vocabulary. Sentence structure very faulty.

D.9 SBA FILE COVER SHEET



NATIONAL SENIOR CERTIFICATE EXAMINATION
ENGLISH HOME LANGUAGE
SBA FILE

NAME OF CANDIDATE:

EXAMINATION NUMBER:

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		Possible Mark	Actual Mark	Symbol	Pieces written under test/ controlled conditions
SECTION 1 EXTENDED WRITING/ COMPOSITION (500-600 Words)	1	45			
	2	45			
TOTAL FOR THIS SECTION		90			
SECTION 2 COMMON ASSESSMENT TASK	1	50			*
TOTAL FOR THIS SECTION		50			
SECTION 3 LITERATURE (Section D other genres)	1				
TOTAL FOR THIS SECTION		60			
SECTION 4 Test – Paper 1 Skills	1	20			*
Test – Paper 2 Skills	2	20			*
Test – 4 th Genre	3	20			*
TOTAL FOR THIS SECTION		60			
SECTION 5 Preparatory examinations					*
TOTAL FOR THIS SECTION		40			
TOTAL		300/3=100			

This mark sheet must be placed in the front of the file before it is submitted for moderation – either regionally or nationally by the IEB.

Signature of Candidate: _____ Date: _____

Signature of Teacher: _____ Date: _____

D.10 DECLARATION OF AUTHENTICITY



NATIONAL SENIOR CERTIFICATE EXAMINATION
ENGLISH HOME LANGUAGE
SBA FILE

I, _____, examination number _____
hereby declare that all the work submitted as part of the English Home Language SBA file
is authentic (i.e. my own work) with no plagiarism or assistance from others where it is
prohibited.

SIGNATURE OF CANDIDATE

DATE

D.11 RANK ORDER LIST: SBA FILE

(This form is available from your academic head in electronic format from IEB online.)



**NATIONAL SENIOR CERTIFICATE EXAMINATION
ENGLISH HOME LANGUAGE
SBA LEARNER FILE ASSESSMENT**

CENTRE NO

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LEARNERS LISTED IN RANK ORDER OF MARKS (HIGHEST TO LOWEST)

EXAMINATION NUMBER													MARK – 100	
1														
2														
3														
4														
5														
6														
7														
8														
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25														

D 12 CLUSTER FEEDBACK FORM FOR ENGLISH HOME LANGUAGE

**MONITORING OF MODERATION AT CLUSTER MEETINGS****MODERATION OF TASKS AT CLUSTER MEETINGS**

The educator who monitors a school's grade 12 SBA file piece for compliance must complete, date and sign this form. The cluster leader ensures the completed forms are faxed to the IEB (0865294891) immediately after completion of the monitoring process. A copy of the form **must** be included in the educator's SBA file.

Educator's Name:	School:	
Monitor's Name:	School:	
Task Moderated:		
Task provides relevant learning outcomes and assessment standards		
Task complies with requirements		Marking guideline for the task is available
Task is of the appropriate standard		
Marking guidelines/rubric is appropriate and meaningful		
Quality of marking is good and meaningful feedback is provided to the learner		
Monitoring Comments: Please note that no monitor may change marks. However, it is important that the monitor provide some meaningful comment to assist his/her fellow educator.		

Additional Comment:	
MONITOR'S SIGNATURE:	DATE:
CLUSTER LEADER'S SIGNATURE:	DATE:

D.13 SBA FILE CHECKLIST



SBA file Checklist

To be sent to teachers, and used by regional SBA file moderators and national moderators.

Please include a copy of your school's plagiarism policy in your educator SBA file.

No writing in pencil or marking in pencil

No peer assessments

Check additions on the front – show decimal points until total - no rounding until total.

Double checking of totals is advisable.

Check that everything is in the right order with regards to the filing of pieces.

Educators are encouraged to generate new materials and cite all sources please.

The use of stimuli which embrace multi-literacies is encouraged.

Topical issues, recent letters to the press etc. are appropriate.

Rubrics should be stapled to tasks to safeguard the work.

The use of computers is to be encouraged.

Please ensure that the division between each of the sections is clear.

Copies of all task sheets must be available in the educator SBA file.

½ marks are encouraged where appropriate.

Mark and moderate in different colours for the purposes of clarity.

Please include signed IEB marksheets

Incomplete tasks and absenteeism – are unacceptable and work must be made up. The practice of ignoring this policy places the school under scrutiny and SBA files may be discounted.

Register must be appropriate to the tasks.

Extended Writing Section		
	Yes	No
Topics are fresh, original and relevant to Grade 12 learners.		
Thorough comment justifying why the mark awarded on the rubric has been given.		
Teachers need to annotate learners' work – spelling, grammar, language choice and a detailed feedback.		
Essays must be marked out of a minimum of 30 marks.		
Process-writing – must reflect development, editing, drafts, reworking. Mind-maps and then neat work does not constitute process writing. A maximum of two drafts is acceptable. Teachers must not do the corrections for the learners in the draft essay and a mark must only be awarded to the final essay.		
The 2 pieces must be distinctly different, and demonstrate the versatility of the candidate as a writer		
Moderation – there must be clear evidence of moderation. If the educator is the sole teacher in a department, there must		

be evidence of moderation by a colleague in the region.		
No short stories please.		
Common Assessment Task		
Must be thoroughly marked and annotated and given feedback		
CAT task must be moderated by the cluster.		
Please ensure that the completed rubric is stapled to the task.		
Fourth Genre Section		
Rubrics should be stapled to the tasks.		
Films – recall of plot and characterisation is not sufficient, research on life of author is invitation to plagiarism – but directorial concerns can be investigated – check the SAGS for the filmic analysis requirements.		
Ideally, a comparison with other sources / media / genres should be made to enrich the fourth genre task.		
Empathy-based /personal opinion transactional tasks that do not explicitly engage with the concerns of the novel/play/film are not acceptable.		
Tests Section		
No study guides, exemplars, old examination papers or textbook questions to be used		
Good practice to cite sources		
Grids of analysis –		
Blooms split: 20% Evaluation and Synthesis, 40% Analysis, 40% Recall, Comprehension, Application		
Tests need to be summative, at least 30 minutes in length, of a demanding standard and worth a minimum of 25 marks.		
1 test must be from the 4 th genre .		
Tests should reflect the types of skills to be tested in final examinations. (Open book tests cannot be included in the SBA file.)		
Learners do not all have to have the same tests in their SBA files.		
Elements of the June examination or mini-preliminary examination may take the place of the tests. Should you choose to do this, please note the acceptable divisions and combinations: Comprehension and summary together. Seen and unseen poetry together. Visual analysis and language together. Long Essay Mini-essay A contextual test on the literature may be included.		
Examination standard – no multiple choice – no one word answers		
No transactional tasks to be included.		
Comprehensions must reflect some critical literacy and higher order skills.		
Tests must be marked by the teacher – no peer assessment		
Teacher must engage with the pupil through the use of		

meaningful comments.		
Preliminary/ Trials Examinations:		
No Study guide pieces, exemplars, old examination papers or textbook questions to be used		
Good practice to cite sources		
Grids of analysis –		
Intertextuality is important		
Blooms split: 20% Evaluation and Synthesis, 40% Analysis, 40% Recall, Comprehension, Application		
Preliminary or trial examinations must reflect the final examination layout with regard to mark breakdown; number of choices etc.		

D.14 SBA MODERATION TEACHER AND LEARNER FEEDBACK FORMS



NATIONAL SENIOR CERTIFICATE EXAMINATION
NATIONAL MODERATION
ENGLISH HOME LANGUAGE
TEACHER'S FILE FEEDBACK FORM

CENTRE NO: _____

SUBJECT: _____

	Yes	No
General		
Teacher's file is logically and systematically laid out		
Rank order of final SBA marks for ALL learners has been included		
Spreadsheet of ALL learners' marks has been included		
Has each task been made clear?		
Are the assessment criteria clear?		
Have the tasks been evaluated using rubrics or appropriate memos?		
Is the assessment visible and valid?		
Are the tasks age-appropriate?		
Are the tasks rigorous enough for Grade 12		
Is there any evidence of design grids for tests and examinations?		

Extended Writing Section:

	Yes	No
Topics are fresh, original and relevant to Grade 12 learners		
Required 2 pieces are sufficiently different to demonstrate the versatility of the writer		
There is evidence of internal moderation or cluster moderation feedback provided in the teacher file		

Comments on range of Extended Writing Topics:

Common Assessment Task:

	Yes	No
There is evidence of internal moderation or cluster moderation feedback provided in the teacher file		

Fourth Genre Section:

	Yes	No
Task set is rigorous		
Task draws on inter-textuality or engages the learners in a creative/meaningful way		
There is evidence of internal moderation of the task provided in the teacher file		

Comments on the Fourth Genre Section:

Tests Section:

	Yes	No
There are at least 3 tests included in the teacher file, one of which is from the 4 th genre		
The combination of tests is correct		
No study guides, exemplars, old examination papers or textbook questions have been used		
Tests are summative, at least 30 minutes in length, of a demanding standard, and count for at least 25 marks		
Tests serve a specific purpose and reflect the appropriate standard		
Tests are appropriately weighted in terms of cognitive demand		
Marking guidelines have been included		

Comments on the Tests Section:

Preliminary/Trials Examinations:

	Yes	No
Both examinations are included		
No study guides, exemplars, old examination papers or textbook questions have been used		
Preliminary or trial examinations must reflect the final examination layout with regard to mark breakdown; number of choices etc.		
Examinations are appropriately weighted in terms of cognitive demand		
Design Grids for both examinations are available		
There is evidence of internal moderation in the teacher file		

Comments on the Preliminary/Trials Examinations

General Comments:

Signature of SBA Moderator: _____ Date: _____



NATIONAL SENIOR CERTIFICATE EXAMINATION

NATIONAL MODERATION

ENGLISH HOME LANGUAGE TEACHER AND LEARNER FILE FEEDBACK FORM

CENTRE NO: _____ SUBJECT: _____

	Yes	No
Teacher's file is logically and systematically laid out		
Rank order of final SBA marks for ALL candidates has been included		
Spreadsheet of ALL candidates' marks has been included		
Has each task been made clear?		
Are the assessment criteria clear?		
Have the tasks been evaluated using rubrics or appropriate marking guidelines?		
Is the assessment visible and valid?		
Are the tasks age-appropriate?		
Are the tasks rigorous enough for Grade 12		
Is there any evidence of design grids for tests and examinations?		

Extended Writing Section:

	Yes	No
Topics are fresh, original and relevant to Grade 12 candidates		
Required 2 pieces reflect the versatility of the writer: creative, discursive, argumentative etc.		
Extended pieces are the appropriate length		
Constructive and sufficient feedback has been given		
Evidence of process writing		
Consistent standards of assessment		
Internal and/or cluster moderation has taken place		

Comments on Extended Writing:

Common Assessment Task:

	Yes	No
The CAT has been completed with integrity.		
There is evidence of internal moderation AND cluster moderation		
There is evidence of consistency of assessment		

Comments on CAT:

Fourth Genre Section:

	Yes	No
Task set is sufficiently rigorous		
Task EITHER draws on inter-textuality OR engages the learners in a creative/meaningful way		
Evidence of internal moderation		

Comments on the Fourth Genre Section:

Tests Section:

	Yes	No
There are at least 3 tests included in the teacher file, one of which is from the 4 th genre		
The combination of tests is correct		
No study guides, exemplars, old examination papers or textbook questions have been used		
Tests are summative, at least 30 minutes in length, of a demanding standard, and count for at least 25 marks		
Tests are appropriately weighted in terms of cognitive demand		
Marking guidelines have been included		

Comments on the Tests Section:

Preliminary/Trials Examinations:

	Yes	No
Both examinations are included		
No study guides, exemplars, old examination papers or textbook questions have been used		

Preliminary or trial examinations must reflect the final examination layout with regard to mark breakdown; number of choices etc.		
Examinations are appropriately weighted in terms of cognitive demand		
Design Grids for both examinations are available		
Evidence of internal moderation		

Comments on the Preliminary/Trials Examinations

General Comments:

Signature of Portfolio Moderator: _____

D.15 ASSESSMENT GRID/RUBRIC FOR PERSONAL WRITING



NATIONAL SENIOR CERTIFICATE EXAMINATION
ENGLISH HOME LANGUAGE
ASSESSMENT GRID FOR PERSONAL WRITING

Level	Category	%	Descriptors
7	Outstanding/ Excellent	90 – 100 80 – 89	Evidence of exceptional ability; consistent excellence. Distinctive evidence of own voice. Lively sentence construction. Precise language. Skilful use of imagery; real powers of literary expression. Able to control tone and subtle shifts in nuance exceptionally well. Striking impact. Content controlled throughout. Details revealing observation and knowledge. Flair of own voice is revealed. Well organised. Intelligent and mature. Skilful control of language usage and imagery, but there may be slight flaws.
6	Very Good	70 – 79	Well planned, but lacking the polish of an A. Mature thought and style with evidence of a strong own voice. High level of competence, skilful use of vocabulary. Perhaps minor inconsistencies and minor language errors, but shifts in tone still fairly well controlled.
5	Good	60 – 69	Interesting. Clear statements. Convincing. Sound, competent use of English with a reasonably well-sustained use of own voice. Direct, fairly well-controlled language. Efficient without much range in sentence structure. Some colour and vigour, but not always sustained. Style tends towards the ordinary and language errors do occur.
4	Satisfactory	50 – 59	Pedestrian style with distinct linguistic flaws. Ideas often not properly developed or tending to the dull and unimaginative. Some evidence of own voice. Lacking in maturity of thought, but fulfils the purpose adequately. Language, spelling and/or punctuation errors are in evidence.
3	Mediocre	40 – 49	Candidate's control of language is worthy of passing. Structure is limited or content lacks originality. Little evidence of candidate's individual voice. Mediocre and unexciting. Expression is often quite clumsy and there are numerous language, spelling and/or punctuation errors.
2	Weak	30 – 39	Candidate is often unable to sustain the topic for the required length. Candidate's content is often rambling and there is no evidence of the candidate's own voice or opinions. A lack of perception and a restricted vocabulary render the essay problematic. Language is often ungrammatical and unidiomatic as well as containing incorrect use of spelling and punctuation.
1	Very weak	0 – 29	Often very short. Flat, insipid. Essay may contain some areas of sense, but the content is poorly expressed. There is no evidence of voice at all. Lack of correct vocabulary makes it difficult to decode meaning. Language, spelling and punctuation is riddled with errors.

D.16 ARGUMENTATIVE ESSAY RUBRIC

Criteria	ARGUMENTATIVE ESSAY			
	Level 7 (80 – 100%)	Level 5-6 (60 – 79%)	Level 3-4 (40 – 59%)	Level 1 – 2 (0 – 39%)
Introduction	(4 – 5) An excellent introduction which is original and expresses the line of argument which the learner intends to take succinctly and convincingly.	(3 – 3,5) The learner has provided a clear introduction which signposts his/her viewpoint effectively.	(2 – 2,5) The learner alludes to the argument but his/her position is unclear. The learner has not provided an explicit statement to explain his/her viewpoint.	(0 – 1,5) Learner makes little or no effort to introduce an argument. The introduction is vague and rambling and the focus of the essay is unclear.
Quality of argument	Level 7: (16 – 20) The argument is sophisticated, lucid and thought-provoking. The research is skilfully incorporated to convince the reader of the credibility of the argument and is fully sustained.	Level 6: (14 – 15,5) The argument is clear and has substance. There is very little deviation from the line of argument and the research is relevant and substantiates the learner's viewpoint convincingly. Level 5: (12 – 13) The argument tends to be adequate or pedestrian. The learner has responded to the question but the line of argument lapses in places and the research needed to be used more successfully to substantiate the learner's viewpoint.	Level 4: (9 – 11,5) The line of argument is mediocre and is not sustained. The learner has tried to incorporate appropriate research into his/her argument but this is poorly synthesised. Level 3: (8 – 8,5) The argument is superficial and there is little evidence of relevant research to substantiate the argument and convince the reader.	Level 2 (6 – 7) The argument is vague. The learner's incorporating of research is inadequate and conveys insufficient understanding of the topic. Level 1 (0 – 5,5) Some ideas relating to the topic are evident, but they are almost completely undeveloped. No evidence of research is discernible. The learner's line of argument is fragmented and lacks both clarity and conviction.
Structure	Level 7 (8 -10) Crisp, clear structure which enhances the overall argument. The structure allows for an effortless reading, and understanding, of the essay. The cohesion of the essay is excellent.	Level 5 – 6 (6 -7,5) The structure is logically developed and the links between paragraphs enhance the overall coherence of the essay.	Level 3 -4 (4 – 5,5) The transitions between paragraphs are often awkward. However, there is a sense of overall progression in the structure and there is evidence of cohesion.	Level 1 -2 (0 -3,5) The structure is haphazard and the reader has difficulty in following the writer's train of thought. The essay is written in a very loose and random manner.
Appropriateness of register and correct use of language conventions	Level 7: (8 – 10) Highly competent use of language conventions and excellent understanding of register displayed.	Level 6: (7½) Competent, at times impressive, use of language conventions and appropriate register but this is not always sustained. Level 5: (6 – 7) Average response. Pedestrian, but not seriously flawed. Mostly accurate use of language conventions.	Level 4: (5 – 5 ½) The candidate displays knowledge of the appropriate conventions, but there are lapses in the correct register as well as errors in the accurate use of language conventions. Level 3: (4 – 4,5) The candidate tried to apply conventions, but the product is flawed. The register is either incorrect OR inadequately sustained and there is frequent misuse of correct language conventions.	Level 2: (3 – 3 ½) The register is inappropriate and there is very little evidence of language conventions being applied correctly. The incorrect use of language conventions is distracting with numerous flaws in grammar and punctuation. Level 1: (0 – 2,5) No evidence of language conventions being applied. Inability to use correct register. Communication marred due to serious flaws in grammar and punctuation.
Bibliography	(4 – 5) All sources are acknowledged and properly referenced.	(3 – 3,5) All sources have been acknowledged and the referencing to the sources is correct except for one or two instances.	(2 – 2,5) Most sources have been acknowledged but the format of the sources in the bibliography is not always correct.	(0 – 1,5) No bibliography or bibliography is inaccurately documented.

Total: 50

Signed (assessor) _____

Moderated: _____

Feedback to the learner:

D.17 REFLECTIVE ESSAY RUBRIC



Criteria	Level 7 (100 – 80%)	Level 5-6 (79 – 60%)	Level 3-4 (59 – 40%)	Level 1 – 2 (39 – 0%)
Introduction	(4–5) An excellent introduction which is original and expresses the direction which the learner intends to take in his/her essay succinctly and convincingly.	(3 – 3,5) The learner has provided a clear introduction which signposts his/her viewpoint effectively.	(2–2,5) The learner alludes to the question but has not provided an explicit statement to explain his/her viewpoint.	(0–1,5) Learner makes little or no effort to provide an introduction in relation to the topic. The introduction is vague and rambling and the focus of the essay is unclear.
Quality of reflection	Level 7: (16–20) Strong evidence that the learner reflected extensively on his/her chosen texts. There is a strong sense of the learner's own voice contained in original, thought-provoking, comprehensive and insightful ideas which are well-substantiated through the use of examples and quotations.	Level 6: (14 – 15,5) The essay displays thoughtful reflection in relation to the chosen texts and has substance. The learner's voice is clearly evident and the ideas are thoughtful and contain logical, considered substantiation. Level 5: (12 – 13) The essay is competent. The learner has reflected on the chosen texts. The writer's voice is evident. There are sufficient and logical ideas but these ideas are not always fully developed or substantiated.	Level 4: (9–11,5) The learner's reflection in relation to his/her chosen texts is adequate and is not sustained. The learner's voice is often lost and the learner sometimes lapses into merely retelling the plot of his/her chosen texts. While there are some valid ideas, these lack sufficient explanation or examples. Level 3: (8 – 8,5) The learner's reflection in relation to his/her chosen texts is pedestrian. The learner's voice is barely evident and the essay becomes dominated by a retelling of plots. The learner does make an attempt to justify his/her ideas but the substantiation is superficial and, at times, incorrect.	Level 2 (6 – 7) The learner's reflection in relation to his/her chosen texts is nebulous. The learner's voice is not evident and the writer simply restates facts about the books rather than reflecting on his/her own experience. Ideas are generalised and without any substantiation. Level 1 (0 – 5,5) Some ideas relating to the learner's reflection are evident, but they are almost completely undeveloped. The learner's response is fragmented and lacks understanding, clarity and conviction.
Structure	Level 7 (8–10) Crisp, clear structure which enhances the overall essay. The structure allows for an effortless reading, and understanding, of the essay. The cohesion of the essay is excellent.	Level 5 – 6 (6–7,5) The structure is logically developed and the links between paragraphs enhance the overall coherence of the essay.	Level 3–4 (4 – 5,5) The transitions between paragraphs are often awkward. However, there is a sense of overall progression in the structure and there is evidence of cohesion.	Level 1–2 (0–3,5) The structure is haphazard and the reader has difficulty in following the writer's train of thought. The essay is written in a very loose and random manner.
Appropriateness of register and correct use of language conventions	Level 7: (8–10) Highly competent use of language conventions and excellent understanding of register displayed.	Level 6: (7½) Competent, at times impressive, use of language conventions and appropriate register but this is not always sustained. Level 5: (6 – 7) Average response. Pedestrian, but not seriously flawed. Mostly accurate use of language conventions.	Level 4: (5– 5 ½) The candidate displays knowledge of the appropriate conventions, but there are lapses in the correct register as well as errors in the accurate use of language conventions. Level 3: (4 – 4,5) The candidate tried to apply conventions, but the product is flawed. The register is either incorrect OR inadequately sustained and there is frequent misuse of correct language conventions.	Level 2: (3 – 3 ½) The register is inappropriate and there is very little evidence of language conventions being applied correctly. The incorrect use of language conventions is distracting with numerous flaws in grammar and punctuation. Level 1: (0 – 2,5) No evidence of language conventions being applied. Inability to use correct register. Communication marred due to serious flaws in grammar and punctuation.

Total: 45

Signed (assessor) _____

Moderated: _____

Feedback to the learner:

D.18 TRANSACTIONAL WRITING RUBRIC

ASSESSMENT RUBRIC: TRANSACTIONAL WRITING (20 MARKS= 10 + 10)			
- This rubric serves to guide the marking process. - Markers should be aware that the mark for the PURPOSE AND CONTENT element need not correspond with the mark for LANGUAGE AND REGISTER. A candidate may, for example, achieve a level 7 for PURPOSE AND CONTENT, and a level 5 for LANGUAGE AND REGISTER (7 + 5 = 12). - An approximate length of 250 words is a recommended guide but this is not prescriptive. Candidates should be encouraged to write a text that is fully developed to meet the requirements of the assessment rubric. - Candidates must NOT write word length at the end of their writing. - Half marks may be awarded.			
Level	Mark	PURPOSE, AUDIENCE AND CONTENT	LANGUAGE AND REGISTER
7+	10 9	AN IMPRESSIVE SCINTILLATING RESPONSE Purpose of task is fully met; specific format of task (varied, flexible) adhered. Sophisticated cognisance of audience; writing suggests that this is a piece of work that is significant , has depth and breadth, impressive detail . Ideas developed fully. Organisation of thoughts is impressive and superior , resulting in writing that is compelling and striking . Individual voice. Highly original. Supplied text is used only as stimulus.	IMPRESSIVE COMMAND OF LANGUAGE AND REGISTER Impressive use of language conventions; elegance of style; tone and mood appropriate to the task; plays confidently with language usage; thoroughly engaging . Virtually error free . Diction is highly sophisticated.
7	8½ 8	A LIVELY, ORIGINAL RESPONSE. Writing provides comprehensive insight, understanding and reflective thought by building a focused response to the purpose and audience . A cohesive viewpoint has been developed throughout, resulting in a strong, consistent voice. Original, sincere and creative. Shows clear development and commendable depth of argument. A clear, mature personal style . Skilfully adapts to different audiences, purposes and contexts. The supplied text is used only as stimulus, with no cutting and pasting into the transactional piece.	EXCELLENT COMMAND OF LANGUAGE AND REGISTER. Highly sophisticated use of language conventions and excellent understanding of register required for the task. Language is precise and engaging , with notable sense of voice and awareness of audience and purpose. Effectively incorporates a range of varied sentence patterns to reveal syntactic fluency. Writing reflects author's unique personality through carefully selected diction and register, rendering a piece that comes to life .
6	7½ 7	A GOOD TO VERY GOOD (ABOVE AVERAGE) RESPONSE. Writing, on the whole, provides consistent focus, understanding and thought. Evidence of a focused response but lacks consistency, which could have resulted in the writing being awarded a	A GOOD TO VERY GOOD COMMAND OF LANGUAGE AND REGISTER. Competent and at times, impressive use of language. Very good understanding of register to suit the purpose of the task. Language is fluent and original with evident awareness of audience and purpose.

		level 7. Evidence of personal style and voice, although depth and development compromised in places/ development and depth in evidence but personal style lacking or compromised. The supplied text is used generally as stimulus-limited cutting and pasting integrated with own ideas.	Incorporates varied sentence patterns that reveal an awareness of different syntactic structures. May employ liveliness, sincerity or humour when appropriate; the writing at times may be too casual/ personal/ formal to the demands of the question. Errors do not impede readability. Some editing is needed.
5	6½ 6	AN ADEQUATE (AVERAGE) RESPONSE. An ordinary, predictable response that broadly meets the requirements of the task. An awareness of audience and purpose, although not always convincing/consistent. Makes an attempt to respond sincerely albeit unconvincing in places. Evidence of personal voice in places, although some areas jar with the question requirements. Content suggests that ideas could have been developed further. The supplied text is used as stimulus on occasion – cutting and pasting integrated with own ideas.	AN ADEQUATE COMMAND OF LANGUAGE AND REGISTER. Use of appropriate language and register, although not always consistently applied. Makes some attempt to include different sentence patterns but with awkward or inconsistent success. Occasional errors that detract from the writing fluency in places. The purpose, audience and register have been understood in places. Writing is ordinary.
4	5½ 5	A LIMITED (BELOW AVERAGE) RESPONSE Ideas in the paragraphs may be inconsistently organised. Some evidence of originality, despite limited success in taking into account different audiences and purposes. Superficial response. Limited personal style. Development of ideas is limited/partial and requires further elaboration; compromised development. Personal voice is limited. Over-reliance on supplied text, which hinders personal response in places.	A LIMITED COMMAND OF LANGUAGE AND REGISTER Register suggests limited awareness of audience and purpose. Limited awareness of audience and purpose. Limited range of syntactic structures. Uses words and that are colourless and flat. Language may be repetitious. Errors may begin to impede readability. Editing required for clarity of ideas. Register is not consistent with question's demands.
3	4½ 4	AN INADEQUATE, COMPROMISED RESPONSE Ideas have in instances been compromised by insufficient depth, development and organisation. The purpose of the task has been tackled unsuccessfully. Vague in places. An inconsistent or incomplete attempt. Limited evidence of personal voice, albeit unconvincing. The writing is compromised and lacks focus and direction. Over-reliance on supplied text, which hinders personal response.	AN INADEQUATE COMMAND OF LANGUAGE AND REGISTER Language is flawed and unsuitable for audience or purpose. Language patterns flawed, images stereotyped. Errors impede readability; extensive editing required. Vague, confused sentences. Register inappropriate for the task.
2	3½ 3	A POOR, MUDDLED RESPONSE Little or no originality. Individual ideas lacking. No development and focus. Cohesion required. No personal style. Reveals no awareness of the purpose of the task. Voice is flat and unconvincing/no voice. Relies solely on supplied text.	A POOR COMMAND OF LANGUAGE AND REGISTER Very flawed product. Erroneous. Demonstrates lack of control of language conventions, exhibiting frequent errors which impede understanding.

1	2½ 2 1	AN INCOHERENT RESPONSE No evidence of originality or cohesion; no attention to purpose, context. Development lacking. A completely flawed response/ does not address the question.	INCOHERENT/INAPPROPRIATE LANGUAGE AND REGISTER Incoherent language/inappropriate language. Preponderance of errors of style. Illogical.
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D.19 RUBRIC FOR LITERARY ESSAY



**NATIONAL SENIOR CERTIFICATE EXAMINATION
ENGLISH HOME LANGUAGE
RUBRIC FOR ASSESSMENT OF LITERARY ESSAYS**

ASSESSMENT RUBRIC: NOVELS: LITERATURE ESSAY (30 MARKS)

- Mind map may be used by candidate in planning but **no marks** are awarded for planning.
- Length of response: **approximately 600–650 words** in length. This is a suggested length as the cohesiveness and development of the essay will take precedence over the length. There is **no penalty** for length other than the development of the argument in the essay itself.
- **A word count at the end of the essay is NOT required.**
- **The rubric is not a check-list (tick-box) but should be considered as a guide when evaluating the Literary Essay.**
- **Half marks may be awarded.**

Level	%	30	ASSESSMENT (Knowledge, Argument, Thinking, Structure)
7++	100	30	FULL MARK ESSAY (Extended Abstract Level) EXCEPTIONAL Highly eloquent response; exhibits academic rigour; strong individual voice; confident knowledge of text
			• The essay that is awarded full marks has greater depth and scope than a level 7. • Candidate displays an exceptional ability to develop an argument that is academically superior. • Resonates a sophisticated tackling of the topic. • Quotations integrated with exceptional ability. • Quotations and substantiation build an argument that is logically flawless and which exceeds expectations. • The style of the essay is fluid and elevated. • The essay is error free.
7+	90 – 99	29 28 27	DISTINGUISHED/IMPRESSIVE (Extended Abstract Level) EXCEPTIONAL/ELEVATED An impressive and distinguished essay; succinct; selects information to build an argument with sophistication; has depth of knowledge; dips into the text with confidence; consistent question focus
			• Analytical concepts developed with precision. • All aspects of the topic have been addressed with confidence and distinction. • Candidate displays a thorough and impressive, in-depth knowledge of the text, perhaps even drawing on moments of the text that distinguish the candidate's superior, refined knowledge and understanding. • Exceptional ability to select information to develop a succinct, carefully-crafted argument. • Impressive/exceptional evidence of candidate's original voice. • Demonstrates impressive individual thought and understanding through analysing and developing an arresting argument. • Impressively integrates and elaborates on specific textual references/evidence. • Maintains consistent focus without deviating from the central concern(s) of the question. • Candidate is able to construct exceptionally critical, relevant and consistent connections between topic question and argument, displaying a convincing, impressive line of logical progression. • Exceptionally lucid and logical.

			• Thorough development of literary essay structure; focused introduction and conclusion. • Excellent transitions between paragraphs, which enhance the development of the argument. • Writing reflects an impressive command of register, spelling, language and punctuation. • Essay signposted throughout, indicating that the candidate has engaged with the question with a commendable degree of confidence. • Transfers knowledge of the question in an elevated manner.
7	80 – 89	26 25 24	COMMENDABLE/EXCELLENT (Extended Abstract Level) SOPHISTICATED/HIGHLY DEVELOPED A sophisticated and perceptive essay that is commendable and well-structured; substantiation from text enhances argument (which requires minor polish for a level 7+)
			• Argument is thoroughly developed. • All aspects of the topic have been addressed with sophistication. • Candidate displays a thorough, accurate and confident knowledge of the text. • Insightful understanding of the novel. • Excellent ability to select information to develop a succinct argument, which is clearly focused and perceptive. • Commendable evidence of candidate's original voice. • Demonstrates sophisticated individual thought and understanding through analysing and developing a highly developed argument. • Commendably integrates and elaborates on specific textual references/evidence, although at times these could have been used with greater effect. • Maintains consistent focus without deviating from the central concern(s) of the question. • Candidate is able to construct critical, relevant and consistent connections between topic question and argument, displaying a convincing, sophisticated line of logical progression. • Lucid and focused, although there may be a sense that further logical development could have enhanced this essay further. • Commendable development of literary structure; focused introduction and conclusion. • Excellent transitions between paragraphs. • Writing reflects an impressive command of register, spelling, language and punctuation, although there may be minor stylistic flaws. • Essay signposted throughout, indicating that the candidate has engaged with the question with a commendable degree of confidence. • Transfers knowledge of the question in a commendable manner.
6	70 – 79	23 22 21	COMPETENT/GOOD TO VERY GOOD (Extended Abstract Level) SKILFUL/PROFICIENT An average response; proficient and skilful; competent and focused; accurate; sound argument; logical; dips into the text skilfully; minor lapses
			• Argument is developed competently and may have minor lapses. • All aspects of the topic have been addressed with conviction OR part of the topic has been addressed with depth and sophistication (suggesting that if all aspects of the question had been tackled this essay could have been awarded a 7 or 7+). • Candidate displays a competent, accurate knowledge of the text, although there may be minor gaps that do not impact on the strength of the argument. • Proficient understanding of the novel. • Skilful ability to select information to develop an argument, which is mostly focused and competent. The argument in instances could have been developed further.

			• Skilful evidence of candidate's original voice. • Demonstrates competent individual thought and understanding through analysing and developing an argument with skill. There may be minor lapses, which could have been enhanced with further development. • Integrates and elaborates on specific textual references/evidence skilfully/proficiently, although at times these could have been used with greater effect. • Candidate is able to construct relevant and consistent connections between topic question and argument, displaying a convincing, proficient line of logical progression. • Lucid and focused, although there may be a sense that further logical development could have enhanced this essay further. • Competent development of literary essay structure; focused introduction and conclusion. • Skilful transition between paragraphs. • Writing reflects a competent command of spelling, language and punctuation, although there may be minor stylistic flaws/An essay in this category may be one where the candidate displays an ability to develop an argument that is highly commendable and distinguished (which would result in a level 7 or 7+) but is hindered by major stylistic flaws. • Essay signposted throughout, indicating that the candidate has engaged with the question with a commendable degree of confidence. • Transfers knowledge of the question in a skilful manner.
5	60 – 69	20 19 18	ACCEPTABLE/SUFFICIENT (Multistructural Level) SATISFACTORY/ADEQUATE An acceptable, satisfactory essay that has broadly tackled the question. An essay that "does the job"; answers all aspects of the topic or part of the topic tackled well; broad and general in places but voice in evidence; accurate • Argument is developed in an adequate manner and may have minor lapses/some generalisations • All aspects of the topic have been addressed adequately, although these may be understood only in part OR part of the topic has been addressed competently, suggesting that if all aspects of the question had been tackled this essay could have been awarded a 6). • Candidate displays adequate knowledge of the text, although there may be minor gaps that do not impact on the argument. • Considerable understanding of the novel- there must be a sense that the text has been read and understood in broad, general terms. • Adequate/sporadic ability to select information to develop an argument, which is satisfactory and competent. The argument in instances requires further enhancement and development. • Some/sporadic evidence of candidate's original voice. • Demonstrates adequate individual thought and understanding through analysing and developing an argument sufficiently. There may be minor lapses, which could have been enhanced with further development/ the argument is not fully sustained/ developed throughout. • Evidence of specific textual references/evidence that is adequate/acceptable, although at times these could have been used with greater effect. • Candidate is able to construct adequate connections between topic question and argument, displaying a satisfactory progression. • Generally focused, although there may be a sense that further logical development could have enhanced this essay further. • Adequate development of literary essay structure; satisfactory introduction and conclusion. • Adequate transition between paragraphs.

		AVERAGE = 20	- Writing reflects a satisfactory command of register, spelling, language and punctuation, although there may be minor stylistic flaws/An essay in this category may be one where the candidate displays an ability to develop an argument that is competent (which would result in a level 6) but is hindered by major stylistic flaws. - Essay signposted generally, indicating that the candidate has engaged with the question in a satisfactory manner. Transfers knowledge of the question in an adequate/satisfactory manner.
4	50 – 59	17 16 15	MARGINAL/BASIC (Unistructural Level) SKETCHY/BELOW AVERAGE/UNDEVELOPED A basic, undeveloped essay that attempts to engage with the question albeit limited and/or unsuccessfully in parts; has glimmer(s) of analysis; does not always dip into the text; padded with narrative; slight evidence of voice.
			- An attempt to develop an argument, although it might be lacking relevance in parts/sweeping generalisations/narrow or inaccurate in parts. Simplistic interpretation/partly accurate understanding/narrow interpretation of the topic/vague reference to the topic. - Candidate displays simplistic/flawed knowledge of the text and the argument is drawn simplistically. There may be glimmers of analysis and engagement. Broad, general understanding of the text – there must be a sense that the text has been understood in broad, general terms/comments show thought, but are not tied to the topic. - An attempt to develop an argument, which may be successful in parts/unconvincing argument, which lacks substantiation or development. There may be some substantiation used without flair. Slight evidence of candidate's original voice. - Demonstrates sporadic/inconsistent individual thought and understanding through analysing and developing simplistically. There may be lapses which could have been enhanced with further development/ the argument is not fully sustained/ developed. - Essay is padded with intermittent narrative and occasional argument. - Textual reference is unconvincing at times and may be either inaccurate or flawed. - Candidate is able to make an inconsistent attempt to use some basic transition words or phrases, resulting in a superficial progression on the whole. Marginally focused with a sense that logical development could have enhanced this essay. Introduction and conclusion are simplistic and may not point to an arguable position. - Writing is simple, unadorned/reflects an inconsistent and limited awareness of register/inconsistent grammar, spelling and paragraphing. - Essay lacks signposting throughout/limited, superficial signposting. Transfers knowledge of the question in a simple, basic manner albeit unimpressively and with limited success.

3	40 – 49	14 13 12	SIMPLISTIC/SUPERFICIAL/INADEQUATE (Unistructural Level) UNSOPHISTICATED/ONE-DIMENSIONAL/LIMITED A simplistic, superficial/flawed essay that struggles to engage with the question; evidence that text has been read; thin voice; narrative; just meets pass mark.
		PASS = 12	• A weak response but still worthy of a pass. • Inability to sustain a personal opinion. • A flawed argument or no argument at all /provides a simple answer to the question. • Essay lacks clear and logical development of ideas. • Candidate displays a simplistic knowledge of the text and there are gaps in understanding and/or interpretation. • There will be areas in the essay that are problematic or illogical. • Not much evidence of candidate's original voice inability to sustain or develop an argument. • Little or no substantiation or referencing/flawed substantiation or referencing. • Critical thinking skills used superficially, if at all. • Reliance on narrative. • Absent or ineffective transitions between paragraphs. • Essay not signposted/ signposted inadequately. • Introduction and/or conclusion flawed, with further development and synthesis required. • Writing is flawed. • Weak command of spelling, language and punctuation. • Does not transfers knowledge of the question and if it does, it will do so with lapses.
2	30 – 39	11 10 9	POOR/MUDDLED/VAGUE (Prestructural Level) TENUOUS/UNFOCUSED/INACCURATE A tenuous, poor essay that is muddled and vague and/or inaccurate; no evidence that text has been read; not worthy of a pass.
			• A weak, flawed response, which might be completely off topic. • Essay lacks coherence • Inability to state a personal opinion. • Difficult to identify any distinct argument; unfocused. • Candidate displays poor/incomplete/flawed knowledge of the text. • The essay is vague, muddled and lacks focus. • Little/ no/flawed substantiation. • Paragraph links problematic. • Reliance on narrative. • Essay not signposted. • Introduction and/or conclusion flawed/missing, with further development and synthesis required. • Writing is marred by errors, although these do not impede understanding. • Weak command of spelling, language and punctuation.
1	20 – 29	8 7	EXTREMELY WEAK/FEEBLE (Prestructural Level) INEPT/UNSKILLED An extremely weak essay; a feeble attempt to engage with the text at times.
			• A weak, flawed response, which might be completely off topic. • Inability to state a personal opinion. • Difficult to identify any distinct argument; unfocused. • Candidate displays a poor/incomplete/flawed/ no knowledge of the text. • The essay is vague, muddled and lacks focus. • Little/ no/flawed substantiation. • Paragraph links problematic.

			• Reliance on narrative. • Essay not signposted. • Introduction and/or conclusion flawed/missing, with further development and synthesis required. • Writing is marred by errors that impede understanding. • Weak command of spelling, language and punctuation.
1	0 – 19	6	INCOMPETENT (Prestructural Level) LACKING ABILITY/INEFFECTUAL A totally incompetent essay that displays no link to the text or the question.
		5 4 3 2 1 0	
			• This piece will not meet the requirements of the task on any level. • Vague, irrelevant, flawed. • Inappropriate response to the topic.

D.20 SUMMARY RUBRIC

Global marking, giving credit for concise and coherent sentences expressed in the candidate's own words.

Very Good	Good	Average	Below Average	Very Weak
8 ½	7	5½	4	1
9	7½	6	4½	2
10	8	6½	5	3

Very Good: Candidates producing a very good summary will demonstrate that they can successfully select relevant information from the different parts of the text/s. Candidates will expertly synthesise that information to suit the new context and fulfil the specific requirements of the summary task. The register will be consistently appropriate, and the summary will stand alone as a successful, cohesive text. Expression will be excellent and will demonstrate a mastery of the language. Full and coherent sentences will be used resulting in a well-crafted, stylistically superior text. A summary in this category that exceeds the word limit can be awarded a maximum of 9.

Good: A candidate producing a good summary will be able to discern which aspects of the text are relevant, and will be able to synthesise these and convey them in his/her own words. The summary will successfully meet the requirements specified in the instructions. Candidates will use the appropriate register and this will be well-sustained throughout the summary. The expression in such summaries will demonstrate clarity that is not evident in the average summary. Full and coherent sentences will be used and will be well-sustained throughout the summary. A summary in this category that exceeds the word limit can be awarded a maximum of 7.

Average: A candidate producing an average summary will demonstrate an ability to discern which aspects of the text are relevant, and will be able to put these into his/her own words most of the time. There may be instances of lifting or lapses that display faulty selection, the incorrect emphasis, or difficulty with synthesis. The register will mostly be appropriate for the task although minor lapses may occur. Expression will be merely competent and there may be lapses in the construction of full sentences. A summary in this category that exceeds the word limit can be awarded a maximum of 5 ½.

Below average: A candidate producing a below average summary will demonstrate an ability – some of the time – to discern which parts of the texts are relevant, but may not be able to put this into his/her own words effectively. In some instances large sections of the original texts will be lifted and reproduced. It is likely that the register will not be appropriate or that the new text will not meet the requirements of the task. Expression is likely to be flawed, but will not impede understanding. A summary in this category that exceeds the word limit can be awarded a maximum of 4.

Very Weak: Summaries in this category will show extremely limited – if any – understanding of the text. This will be evident through an inability to select appropriate parts of the text to summarise or through excessive cutting and pasting.

Register will not be appropriate. Expression is likely to be poor, impeding understanding.

- Stop reading from 10 words over the word count.
- Subtract 1 mark for the following, up to a maximum of minus 2 marks:
 - If no word count is provided.
 - If an inexcusably inaccurate word count has been provided.

10 marks

D.21 PURPOSE OF THE ENGLISH HOME LANGUAGE CURRICULUM



NATIONAL SENIOR CERTIFICATE EXAMINATION
ENGLISH HOME LANGUAGE
PURPOSE OF THE CURRICULUM

- Broaden and deepen language competencies developed in the General Education and Training band, including the abstract language skills required for academic learning across the curriculum, and the aesthetic appreciation and enjoyment of texts, so that learners are able to listen, speak, read/ view and write/ present with confidence. These skills and attitudes form the basis for life-long learning.
- Use language appropriately in real-life contexts, taking into account audience, purpose and context.
- Express and justify their own ideas, views and emotions confidently in order to become independent and analytical thinkers.
- Use language and their imagination to represent and explore human experience. Through interacting with a wide range of texts, learners are able to reflect on their own lives and experiences and to consider alternative worldviews.
- Use language to access and manage information for learning across the curriculum and in a wide range of other contexts. Information literacy is a vital skill in the 'information age' and forms the basis for lifelong learning.
- Use language as a tool for critical and creative thinking. This objective recognises that knowledge is socially constructed through the interaction between language and thinking.
- Express reasoned opinions on ethical issues and values. In order to develop their own value system, learners engage with texts concerning human rights and responsibilities such as the rights of children, women, the disabled, the aged and issues linked to race, culture, ideology, class, belief systems, gender, HIV/AIDS, freedom of expression, censorship and the environment.
- Interact critically with a wide range of texts. Learners will recognise and be able to challenge the perspectives, values and power relations that are embedded in texts.
- Recognise the unequal status of different languages and language varieties. Learners will be able to challenge the domination of any language or language variety and assert their language rights in a multilingual society.



NATIONAL SENIOR CERTIFICATE EXAMINATION

ENGLISH HOME LANGUAGE

CONTENT AND CONTEXTS

The use of texts for the teaching of language

When the word 'text' is used, it has the widest possible meaning, including all oral, written, visual, audio, audio-visual and multi-media forms. In all language teaching, texts should be used as a starting point, and certain types of texts will be produced as a product of the process.

Texts are, therefore, the main source of 'content' and 'context' for the communicative, integrated learning and teaching of languages.

The full range of texts used and produced should expose the learner to:

- rich and appropriate social, cultural and historical settings that develop understanding of the heritage of the language;
- challenging and stimulating themes that develop critical understanding of values and appreciation of the important socio-cultural and ethical issues which are relevant to the lives of South African learners;
- a wide range of points of view;
- models of written and spoken language with a wide variety of structures to help the learner develop correct and appropriate use of language;
- analysis of stereotypes, bias and generalisations to develop critical thinking;
- persuasive and manipulative language;
- power relations within and between languages;
- developing awareness of audience, purpose and context with appropriate mood, tone and register;
- features and elements of a wide range of texts, including literary texts;
- visual and audio-visual elements;
- varieties of style and stylistic devices, such as a wide range of figurative and creative language.

The **text-based approach** and the **communicative approach** are both dependent on the continuous use and production of texts. A **text-based approach to language learning** explores how texts work. The purpose of a text-based approach is to enable learners to become competent, confident and critical readers, writers, viewers and designers of texts. It involves listening to, reading, viewing and analysing texts to understand how they are produced and what their effects are. Through this critical interaction, learners develop the ability to evaluate texts. The text-based approach also involves producing different kinds of texts for particular purposes and audiences. This approach is informed by an understanding of how texts are constructed.

The **communicative approach** means that when learning a language, a learner should have a great deal of exposure to it and many opportunities to practise or produce the language by communicating for social or practical purposes. Language learning should be a natural, informal process carried over into the classroom where literacy skills of reading/viewing and writing/presenting are learned in a 'natural' way – learners read by doing a great deal of reading and learn to write by doing much writing.

Understanding how texts are constructed

Texts are produced in particular contexts with particular purposes and audiences in mind. Different categories of texts have different functions and follow particular conventions in terms of structure, style, grammar, vocabulary and content. These are referred to as **genres**. Learners need to be able to understand and to produce a range of different genres.

Texts also reflect the cultural and political contexts in which they are created. The language used in texts carries messages regarding the cultural values and political standpoints of the persons who have written or designed them. Thus texts are not neutral. Learners need to be able to interpret and respond to the values and attitudes in texts.

Thus, in a text-based approach, language is always explored in texts, and texts are explored in relation to their contexts. The approach involves attention to formal aspects of language (grammar and vocabulary) but as choices in texts and in terms of their effects, not in an isolated way. In order to talk about texts, learners need a 'meta-language' – they need to know the words that describe different aspects of grammar, vocabulary and style, and that talk about different genres.

Texts can be categorised as **texts used** and **texts produced**. These are detailed in the lists that follow. These lists cannot cover all the possible text types – the teacher is welcome to add texts that can be used in integrated language teaching. The intention of the lists is to give the teacher a wide choice of what could be used or produced. Detail of what is required in terms of complexity of texts and relative formality of register is given in the Learning Programme Guidelines.

TEXTS USED FOR THE INTEGRATED TEACHING OF LANGUAGE, GRADES 10 – 12
Drama Novel Poetry Folklore Short stories Film study Essays Biographies Autobiographies
Further genres to be covered in Grades 10 to 12 include transactional, reference, creative, visual, audio, audio-visual and multi-media texts. A wide selection of texts must be used in integrated teaching over the three-year period.

TEXTS PRODUCED DURING THE INTEGRATED TEACHING OF LANGUAGE, GRADES 10 – 12 (A selection should be produced in Grades 10 to 12.)	
Transactional writing: Advertisements Brochures Curriculum Vitae Dialogues Editorials E-mail messages Faxes Formal and informal letters to the press Formal letters of application, request, complaint, sympathy, invitation Friendly letters Invitation cards Magazine articles Memoranda Minutes and agendas Newspaper articles Obituaries Postcards Reports (formal and informal) Reviews SMS	Creative responses: Narrative, descriptive, reflective, discursive, expository and argumentative compositions Responses to literature Reference and informational texts: Directions Instructions Mind-maps Notes Paraphrases Research projects Summaries Oral, visual and multi-media texts: Advertisements Dialogues Flyers Formal and informal speeches Interviews Posters Presentations with graphic/ sound effects Research projects
Non-compulsory texts for enrichment: dramatisations, storytelling, radio and television news, radio and television dramas, panel discussions, own short stories/ poems/ plays, cartoons, comic strips, jokes, signs, and so on.	

D.23 EXEMPLAR OF ANALYSIS GRID

GRID AND TAXONOMY FOR USE WHEN DESIGNING TASKS**ANALYSIS GRID**

Question	Which SKILL/s in the CAPs does the question assess?	What is the subject specific content that the question assesses?	What is the cognitive level of the question?	What is the difficulty rating of the question?	What is the mark allocation?
Example	Can infer author's opinion	Seen poem: Ruth Miller's <i>Penguin on the Beach</i>	Blooms level 5	2 – moderate	3

D.24 BLOOM'S TAXONOMY

BLOOM'S TAXONOMY (ADAPTED)

Level	Description	Explanation	Skills demonstrated	Action verbs
7	Synthesis	The ability to put elements together to form a new whole	Use old ideas to create new ones, generalize from given facts, relate knowledge from several areas, predict, draw conclusions	Combine, integrate, modify, rearrange, substitute, plan, create, design, invent, what if? Compose, formulate, prepare, generalise, rewrite, categorize, combine, compile, reconstruct
6	Evaluation	Making judgments based on certain criteria	Compare and discriminate between ideas; assess value of theories, presentations; make choices based on reasoned arguments; verify value of evidence; recognize subjectivity	Assess, decide, rank, grade, test, measure, recommend, convince, select, judge, explain, discriminate, support, conclude, compare, summarize, critique, interpret, justify.
5	Analysis	The ability to break down a whole into its component parts. Elements embedded in a whole are identified and the relations among the elements are recognised	Seeing patterns, organization of parts, recognition of hidden meanings, identification of components.	analyse, separate, order, explain, connect, classify, arrange, divide, compare, select, infer, break down, contrast, distinguish, diagram, illustrate
4	Application	The ability to use (or apply) information in new situations	Use information, use methods, concepts, theories in new situations, solve problems using required skills or knowledge	apply, demonstrate, calculate, complete, illustrate, show, solve, examine, modify, relate, change, classify, experiment, discover, construct, manipulate, prepare, produce
3	Comprehension	First level of understanding, recall and understand information, describe meaning	Understanding information, grasp meaning, translate knowledge into new context, interpret facts, compare, contrast, order, group, infer causes, predict consequences	summarise, describe, interpret, contrast, predict, associate, distinguish, estimate, differentiate, discuss, extend, comprehend, convert, defend, explain, generalize, give example, rewrite
2	Knowledge	Act of remembering facts. Only recall	Observation and recall of information	list, define, tell, describe, identify, show, know, label, collect, select, reproduce, match, recognize, examine, tabulate, quote, name
1	Fragmented knowledge	Recalls knowledge with errors	Unable to recall accurately or coherently; partial recall	-

BLOOM'S TAXONOMY

Competence	Skills Demonstrated
Knowledge	• observation and recall of information • knowledge of dates, events, places • knowledge of major ideas • mastery of subject matter • <i>Question Cues:</i> list, define, tell, describe, identify, show, label, collect, examine, tabulate, quote, name, who, when, where, etc.
Comprehension	• understanding information • grasp meaning • translate knowledge into new context • interpret facts, compare, contrast • order, group, infer causes • predict consequences • <i>Question Cues:</i> summarise, describe, interpret, contrast, predict, associate, distinguish, estimate, differentiate, discuss, extend
Application	• use information • use methods, concepts, theories in new situations • solve problems using required skills or knowledge • <i>Questions Cues:</i> apply, demonstrate, calculate, complete, illustrate, show, solve, examine, modify, relate, change, classify, experiment, discover
Analysis	• seeing patterns • organisation of parts • recognition of hidden meanings • identification of components • <i>Question Cues:</i> analyse, separate, order, explain, connect, classify, arrange, divide, compare, select, explain, infer
Synthesis	• use old ideas to create new ones • generalise from given facts • relate knowledge from several areas • predict, draw conclusions • <i>Question Cues:</i> combine, integrate, modify, rearrange, substitute, plan, create, design, invent, what if?, compose, formulate, prepare, generalise, rewrite

Evaluation	• compare and discriminate between ideas • assess value of theories, presentations • make choices based on reasoned argument • verify value of evidence • recognise subjectivity • <i>Question Cues</i> assess, decide, rank, grade, test, measure, recommend, convince, select, judge, explain, discriminate, support, conclude, compare, summarise
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BLOOM'S TAXONOMY

Knowledge:

- observation and recall of information
- knowledge of dates, events, places
- knowledge of major ideas
- mastery of subject matter

Question Cues:

list, define, tell, describe, identify, show, label, collect, examine, tabulate, quote, name, who, when, where, etc.

Comprehension:

- understanding information
- grasp meaning
- translate knowledge into new context
- interpret facts, compare, contrast
- order, group, infer causes
- predict consequences

Question Cues:

summarise, describe, interpret, contrast, predict, associate, distinguish, estimate, differentiate, discuss, extend

Application:

- use information
- use methods, concepts, theories in new situations
- solve problems using required skills or knowledge

Questions Cues:

apply, demonstrate, calculate, complete, illustrate, show, solve, examine, modify, relate, change, classify, experiment, discover

Analysis:

- seeing patterns
- organisation of parts
- recognition of hidden meanings
- identification of components

Question Cues:

analyse, separate, order, explain, connect, classify, arrange, divide, compare, select, explain, infer

Synthesis:

- use old ideas to create new ones
- generalise from given facts
- relate knowledge from several areas
- predict, draw conclusions

Question Cues:

combine, integrate, modify, rearrange, substitute, plan, create, design, invent, what if, compose, formulate, prepare, generalise, rewrite

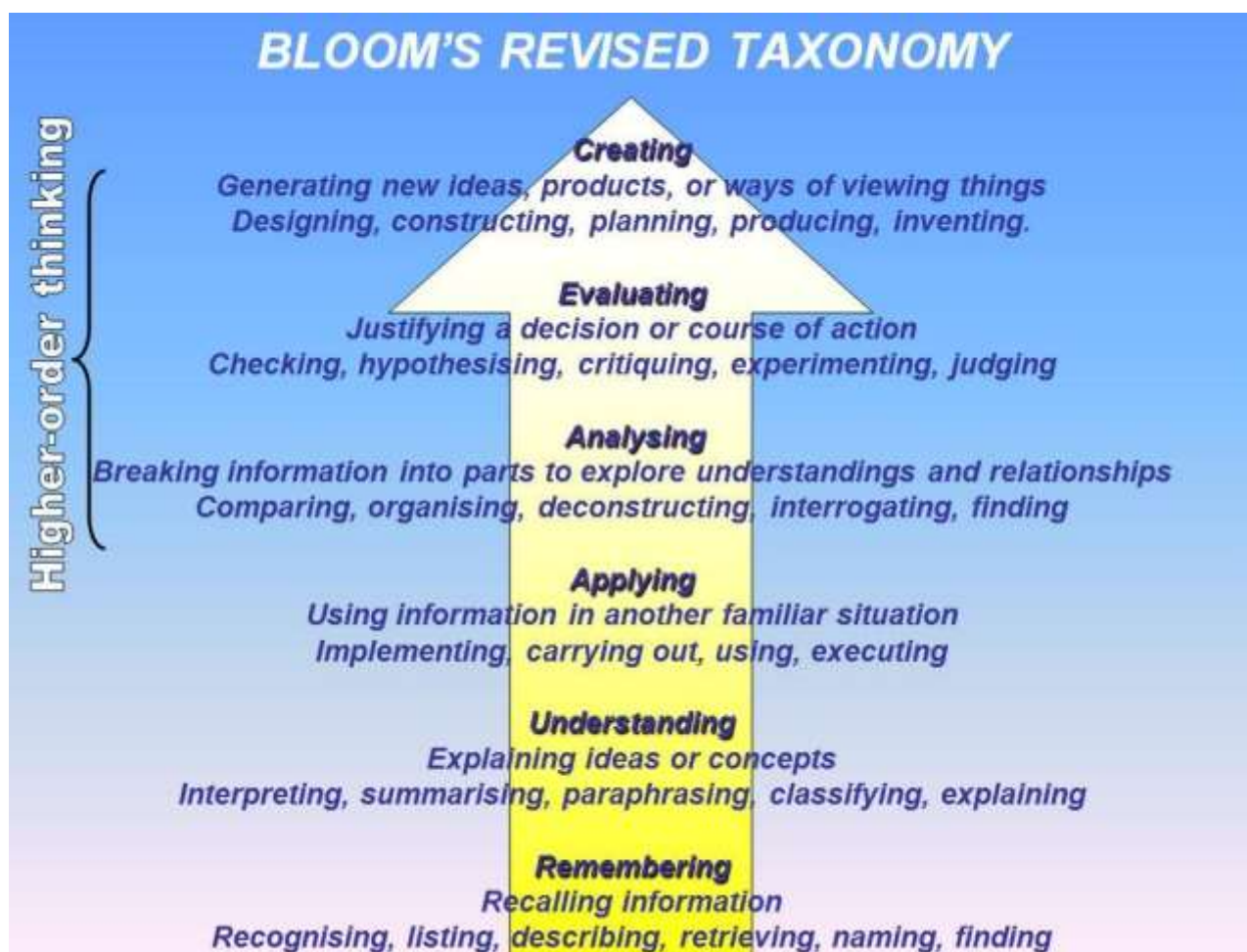
Evaluation:

- compare and discriminate between ideas
- assess value of theories, presentations
- make choices based on reasoned argument
- verify value of evidence
- recognise subjectivity

Question Cues

assess, decide, rank, grade, test, measure, recommend, convince, select, judge, explain, discriminate, support, conclude, compare, summarise

D.25 BLOOM'S REVISED TAXONOMY



D.26 SUGGESTED LENGTH OF TEXTS (TAKEN FROM DBE CAPS DOCUMENTS)

Length of written texts to be used/ read

TYPE	GRADES	LENGTH OF TEXT IN WORDS	
Comprehension	10	500-600	
	11	600-700	
	12	700 -800	
TYPE	GRADES	LENGTH OF TEXT IN WORDS	LENGTH OF SUMMARY IN WORD
Summary	10	280	80-90
	11	320	
	12	350	

Length of texts to be used for listening for comprehension

Texts	Grades	Length of text in words (words)
• Oral, visual, audio-visual, and multi-media texts such as magazine articles, newspapers, cartoons, advertisements • Dictionaries/Thesauruses • Audio texts (listening for comprehension: two-minute-long clip for Grades 10 and 11, and three-minute-long clip for Grade 12). The texts should be read at least two times before assessment. • Telephone directories, TV guides and schedules • Transactional and creative texts • Referential and informational texts • Texts for enrichment • Audio-visual texts (films, TV programmes and documentaries, slide shows, recordings, radio programmes, photographs, music videos)	10	200
	11	300
	12	400
OR a 30-minute test (inclusive of two-minute audio clip [Grades 10 & 11], and three-minute audio clip [Grade 12] and answering questions)		